The Journal of the National Education Association
October 1972

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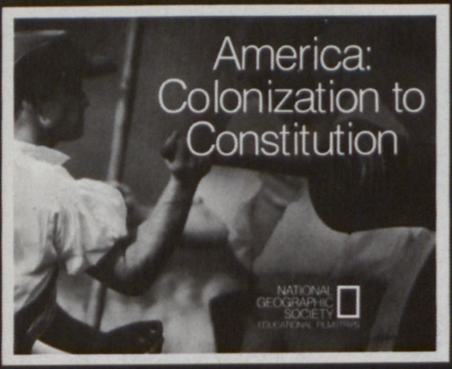
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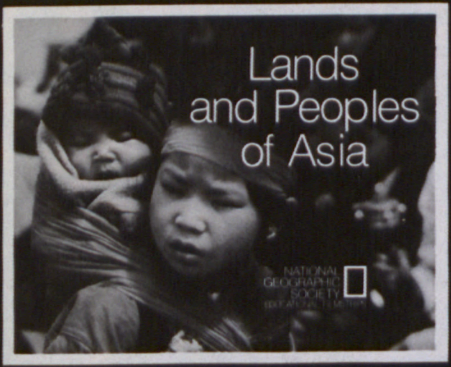
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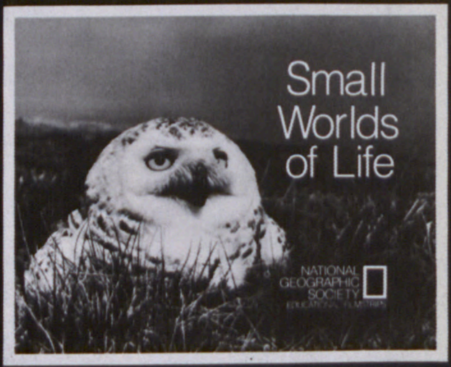
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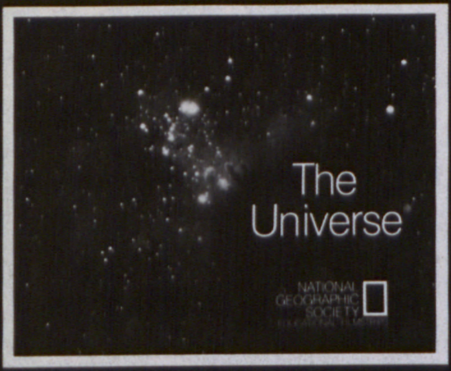
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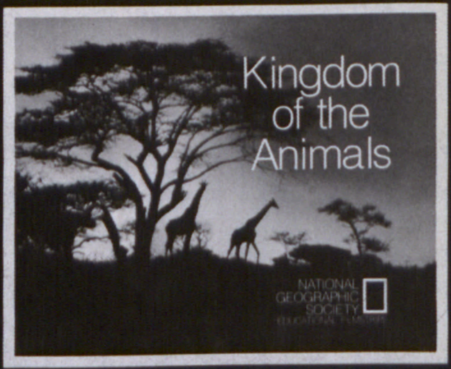
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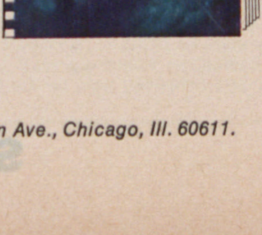

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The Journal of the National Education Association
October 1972, Volume 61, Number 7

TODAY'S EDUCATION

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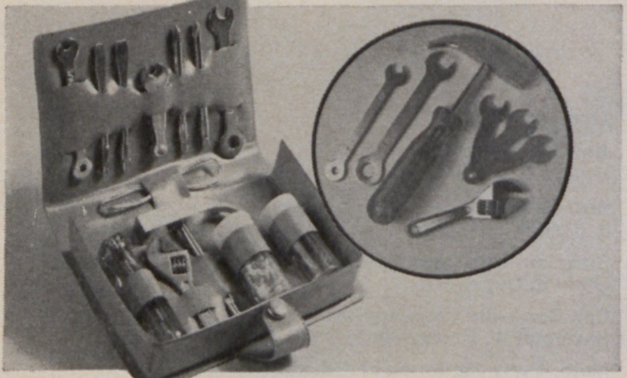

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News and Trends

Lambert Granted Request for Early Retirement

NEA Executive Secretary Sam M. Lambert requested early retirement, effective April 1, 1973, and the NEA Executive Committee approved his request at its August meeting. Dr. Lambert begins a six-month sabbatical leave on the first of this month, and Acting Executive Secretary Allan West has assumed responsibility for administration of NEA staff.

Speaking for the Executive Committee, NEA President Catharine Barrett paid tribute to Dr. Lambert's contribution of more than 22 years of committed service to NEA and noted the significant progress the Association had made during his five-year tenure as executive secretary.

NEA Members To Vote Next Month on Con Con

NEA members will vote by mail in November on whether to adopt or reject the Constitution and Bylaws proposed for the Association and approved for membership review by the 1972 Representative Assembly. The October issue of the NEA Reporter will provide members with the full text of the two documents, as well as with explanatory material including a question-and-answer series about the proposed changes. In articles beginning on page 40 of this issue of Today's Education, two NEA members make the case for and against the proposed documents

NEA Executive Committee Indicts Nixon Administration

The NEA Executive Committee has issued the following statement concerning the Presidential election:

"In November, the citizens of this nation will go to the polls to elect a United States President. For the next four years, this President will be the major factor in determining the priority of education at the national level and the position taken by the federal government regarding educational problems.

"The NEA bears the responsibility of reminding its membership of the record of the present administration in relation to legislation and other matters affecting the schools nationwide.

"The NEA has no recourse except to indict the Nixon Administration for its failure to provide leadership in solving the nation's educational ills—for its active contribution to the decline of education—for its indifference to the welfare of the children in every state—for its repeated refusals to support constructive solutions to the educational concerns and needs of this country.

"The massive neglect of the Nixon Administration is demonstrated, in part, by the veto of three educational appropriations measures and by its irresponsible refusal to release educational funds despite their appropriation by the United States Congress.

"Therefore, the NEA cannot recommend continuation of an administration which has so callously disregarded the crisis in education."

The NEA Political Action Committee (NEA-PAC) has decided not to endorse a Presidential candidate in 1972; it has voted to support the NEA Executive Committee statement.

In a later action, Student NEA publicly endorsed Democratic Presidential candidate George McGovern.

For excerpts on education from the major-party platforms, see page 42 of this issue. For further information about the election, see the NEA Reporter.

Education Is Top State Expenditure

The Census Bureau reported recently that education, accounting for $35.1 billion, was the largest single expenditure category of the $98.8 billion spent by the 50 states in 1971. Of the education total, $19.3 billion supported local public schools and $12.4 billion went for state higher education institutions.

Programs Involve Students in Space Research and Scientific Expeditions

High school and college students are taking part directly in space research and in scientific expeditions through programs announced recently by federal agencies and cooperating private organizations.

Recently NASA approved experiments proposed by 19 high school students from 16 states to be conducted by the earth-orbiting manned Skylab space station in 1973. The choice of the 19 experiments was the final outcome of a nationwide project of the National Science Teachers Association (an NEA-associated organization) in which nearly 4,000 U.S. secondary students submitted proposals.

In two other programs, 43 gifted high school and college students—11 of them American Indians and Alaska natives—received scholarships to accompany leading scientists on worldwide expeditions this past summer. Their studies (sponsored variously by the U.S. Office of Education, the Bureau of Indian Affairs, the Explorers Club, and Educational Expeditions International) included such subjects as volcanology and anthropology in Africa, geology in Nepal, and astronomy in the United States.

NEA Report Shows Rise in Negotiated Agreements

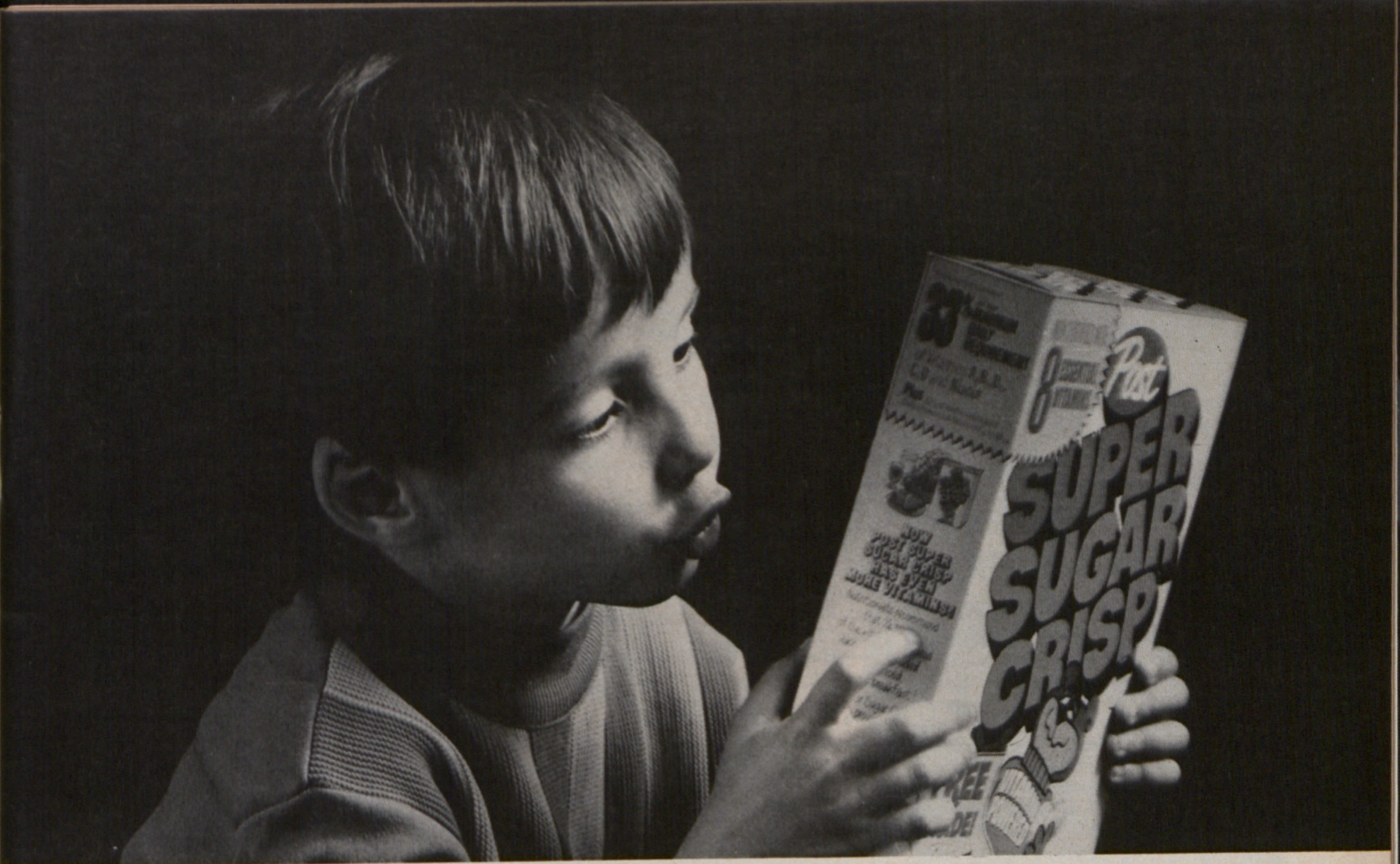
About 155 percent more school systems have negotiation agreements than had them six years ago, according to a recent NEA Research Division study. Over 1.4 million instructional personnel are now employed in covered systems; in about 93 percent of such systems, NEA affiliates have exclusive bargaining rights for teachers.

In another report, the Research Division estimated that 89 teacher strikes (76 called by NEA affiliates) occurred in 1971-72, a 50 percent drop from the all-time record of 181 in 1969-70, and a 32 percent drop from the 1970-71 figure of 130 strikes. Before 1964-65, the Division estimated, no more than 5 teacher strikes had ever occurred in a single year.

Assessment Reports Young Americans *Can* Read

Most American children and young adults can read, at least in everyday situations, according to a survey of reading ability by the National Assessment of Educational Progress. For example, 65 percent of nine-year-olds and 95 percent of 13-year-olds surveyed could read labels on merchandise. The survey included some 80,000 9-, 13-, 17-, and 26- to 35-year-olds across the country.

Less impressive to a panel of reading authorities were the results of exercises testing the skill of getting the "main idea" from material read. About 35 percent of the 17-year-olds were unable to write a title which reflected the main idea in a story they had read.



Some kids learn to read from a cereal box.

This won't surprise any experienced reading teacher. She knows that a few kids will learn to read before entering school. But she also knows that the basal reading program is the best way to teach reading to large numbers of American youngsters.

Lately we have seen a disturbing trend in some basal reading programs, a trend toward unbridled bigness and complexity.

Some programs too complicated
Teachers are disturbed by this trend, complaining that some of the new programs are too complicated to understand. That's what we, too, are concerned about. Not that some of the new reading programs have such a multitude of pieces and parts, but that teachers are having trouble figuring out how to use them.

Our program designed for teachers
You see we believe these programs should have been designed for teachers in the first place. That's why we spent so much time developing our teachers' material.

The blueprint of the program
We think of the teachers' materials as the blueprint of our entire program, a blueprint carefully organized to work as effectively and as easily for new and less-experienced teachers as for the experienced ones.

The Young America Basic Reading Program
What about our program? *The Young America Basic Reading Program* is a sequential program of skills development within a content framework that is relevant to children's own life experiences. The program recognizes and draws from the student's natural language.

The art of questioning
The major objectives of *The Young America Basic Reading Program* are to help students (1) learn to read and, (2) learn to think independently. To this end we built the entire program around the Questioning Strand because as you know questioning is one of the best ways to develop inferential and critical thinking.

Spot problems early
Formal and informal evaluation is used throughout our program (1) to spot problems early, (2) to prevent over-teaching of skills, and (3) to determine strengths and weaknesses.

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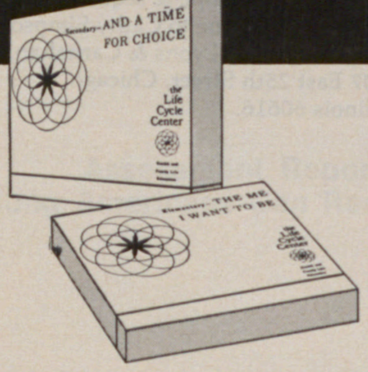
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NEA President Barrett's Speech

At the NEA Convention in Atlantic City, because of the lateness of the hour, Mrs. Barrett didn't deliver her speech. By any chance, are copies available? I, for one, would like to read our President's message.

—Harriet E. Rosser, *head teacher, Peck School, Barrington, Rhode Island.*

♦ *Yes, single, free copies are available. You may obtain one by writing to: Speeches, Internal Communications, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.*

Relevance of the Past

As a history teacher, I read with interest Dr. Banowsky's article, "Is the Past Relevant?" (September). We are given the impression that teen-agers are not concerned with the past, that they find excitement only in the present. Not all teen-agers despise history, however. Some see its beauty and relevance.

Allow me to share some of my students' thoughts:

"History is the continuous growth of a nation and the reasons for the way it is at the present time."

"History. Immediately the word conjures up an endless parade of shadow beings whose names refuse to be obscured by the dust of a thousand vanished civilizations."

"History is a part of everyone's life. Our lives are made and shaped by history."

I believe these statements show intelligent insight and perspective into the meaning of history. For these students, the past is relevant.

—Don Cavallini, *Lexington (Illinois) High School.*

President Banowsky not only knows the score; he knows which ball park we are in and who's ahead. Each individual learns from experience, but, since any individual's life is so short and his energy and opportunities so limited, he must supplement his own experiences with those of others, either through didactic communication or through vicarious experience from literature or the other humanities.

All human experience shows that those who have learned from others are civilized, while those who cannot, or will not, are barbarians. In a similar way, history shows that the most dangerous threats to any worthwhile life come from internal barbarians and not from those who invade from outside. The internal barbarians are always invading: Each infant is one of them until he has been socialized to the acceptable behavior of any civilized community.

The problem is that it is difficult to discriminate between those traditions of the past which can contribute to a worthwhile life and those which are merely conventions of the past. Only an informed and discriminating mind like Dr. Banowsky's can even begin to make this distinction. The fault does not lie only, or even chiefly, with the young—after all, barbarians have a right to be barbarians as they enter a society—it lies rather with my generation and my profession (the historians now over 50) who offered the young such dull and uncritical studies

(*Continued on page* 12)

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Decoding is the problem

Of course, some of these children have other problems. But most of them share the same single problem. They are having extreme difficulty with decoding.

Furthermore, case studies have shown that an initial teaching method providing insufficient or inconsistent training in decoding produced *more serious* reading failures than did one emphasizing the code.

The race against time

Another thing: Learning to read is like a race against time. The unfortunate student who hasn't learned to read in the primary grades may easily slide into the tragic failure spiral with its accompanying emotional problems. Too many of our youngsters are being lost this way now.

More phonics makes good sense

If insufficient phonics instruction could be any part of this failure, then an independent phonics program devoted to word recognition makes very good sense.

The New Phonics We Use

The New Phonics We Use is a popular and very effective basic phonics program. It was developed under the direction of Dr. Arthur W. Heilman as a word recognition program built upon a spiral organization and the discovery approach to learning.

Works well with all reading programs

The New Phonics We Use works equally well with basal readers, individualized reading, language experiences, or a linguistic approach to benefit all children.

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ZIP . . . *(Continued from page 10)*

of the past (and had the effrontery to call them "history") that any barbarian was fully justified in turning away to some more satisfying activity.

I offer two ideas to supplement Dr. Banowsky's article.

First, I feel that the most relevant parts of the past are not to be found in the experience of our parents or grandparents. Young people are correct in their belief that generational changes in a swiftly evolving society like ours transform the problems of life so rapidly that the solutions found by immediately preceding generations are usually irrelevant to the problems of today. But other, earlier societies have gone through the same processes and stages of rapid change, have had to face stages similar to our own, and have come up with similar partial solutions, similar mistakes, panaceas, and treatment of symptoms.

The most obvious example, for our guidance today, is that of the Greeks in the period from 461 to 323 B.C. and later. Pericles and his successors faced, less successfully, problems similar to those of Franklin Roosevelt. The fact that Pericles lost his "World War" does not distort the parallel as much as might be imagined. The "generational gap," growing militarism, imperialist "freedom-loving" powers allied in the Delian League (a kind of NATO), mass democracy, and such are standard problems in the plays of the conservative Aristophanes (c. 450-c. 385).

Second, I believe that our efforts to find the meaning and nature of our problems require not only a study of the relevant past, but a holistic survey of all the past to determine the real nature of man, the catalogue of human needs, and the ways in which our efforts to satisfy our needs are distorted by the means we use to do so. For this, we need a total view of human life in process. In the meantime, Dr. Banowsky has offered a signpost as to the direction in which we should go. *Today's Education* is to be congratulated for publishing it.

—Carroll Quigley, *professor of history, Georgetown University, Washington, DC.*

Games

Your right-on-target article "Games Children Play" (May 1972) should prompt us teachers and students to reexamine current overemphasis on cognitive skills and to rediscover whatever heightens affective sensitivities. Game playing almost certainly informs one's powers of creating and responding to whatever is imaginative.

Games have had a profound influence, indeed, on almost everyone, child or adult, who has composed or responded to literary works. Many folk songs and carols were composed as accompaniments to dance-like games, to rhythmical stepping, hopping, and rope jumping.

(Continued on page 16)

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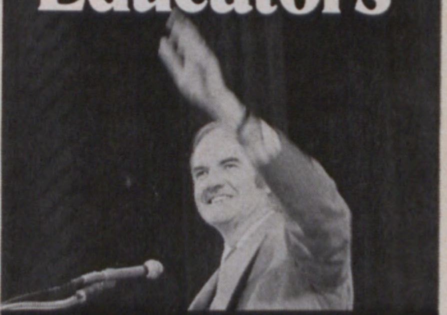

". . . It was the teachers in my early years, in high school and on through college, that I'm more indebted to than any other group in this country for the fact that I stand here tonight in the capacity I do."

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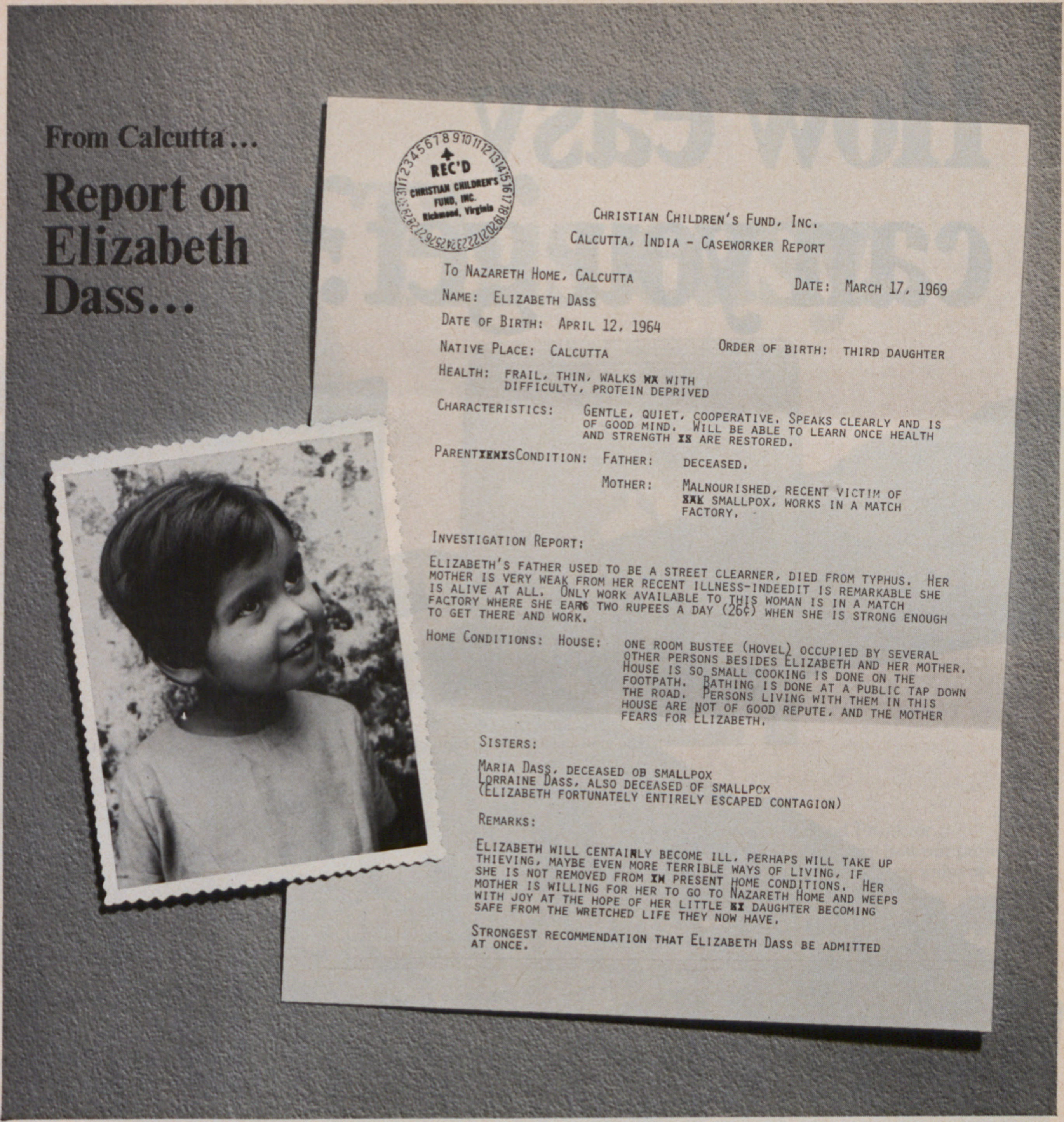

From Calcutta...

Report on Elizabeth Dass...

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CHRISTIAN CHILDREN'S FUND, INC.
CALCUTTA, INDIA - CASEWORKER REPORT

TO NAZARETH HOME, CALCUTTA DATE: MARCH 17, 1969

NAME: ELIZABETH DASS

DATE OF BIRTH: APRIL 12, 1964

NATIVE PLACE: CALCUTTA ORDER OF BIRTH: THIRD DAUGHTER

HEALTH: FRAIL, THIN, WALKS XX WITH DIFFICULTY, PROTEIN DEPRIVED

CHARACTERISTICS: GENTLE, QUIET, COOPERATIVE. SPEAKS CLEARLY AND IS OF GOOD MIND. WILL BE ABLE TO LEARN ONCE HEALTH AND STRENGTH XX ARE RESTORED.

PARENTXENXSCONDITION: FATHER: DECEASED.

MOTHER: MALNOURISHED, RECENT VICTIM OF XXK SMALLPOX, WORKS IN A MATCH FACTORY.

INVESTIGATION REPORT:

ELIZABETH'S FATHER USED TO BE A STREET CLEARNER, DIED FROM TYPHUS. HER MOTHER IS VERY WEAK FROM HER RECENT ILLNESS-INDEEDIT IS REMARKABLE SHE IS ALIVE AT ALL. ONLY WORK AVAILABLE TO THIS WOMAN IS IN A MATCH FACTORY WHERE SHE EARNS TWO RUPEES A DAY (26¢) WHEN SHE IS STRONG ENOUGH TO GET THERE AND WORK.

HOME CONDITIONS: HOUSE: ONE ROOM BUSTEE (HOVEL) OCCUPIED BY SEVERAL OTHER PERSONS BESIDES ELIZABETH AND HER MOTHER. HOUSE IS SO SMALL COOKING IS DONE ON THE FOOTPATH. BATHING IS DONE AT A PUBLIC TAP DOWN THE ROAD. PERSONS LIVING WITH THEM IN THIS HOUSE ARE NOT OF GOOD REPUTE, AND THE MOTHER FEARS FOR ELIZABETH.

SISTERS:

MARIA DASS, DECEASED OB SMALLPOX
LORRAINE DASS, ALSO DECEASED OF SMALLPOX
(ELIZABETH FORTUNATELY ENTIRELY ESCAPED CONTAGION)

REMARKS:

ELIZABETH WILL CENTAIRLY BECOME ILL, PERHAPS WILL TAKE UP THIEVING, MAYBE EVEN MORE TERRIBLE WAYS OF LIVING, IF SHE IS NOT REMOVED FROM XM PRESENT HOME CONDITIONS. HER MOTHER IS WILLING FOR HER TO GO TO NAZARETH HOME AND WEEPS WITH JOY AT THE HOPE OF HER LITTLE XX DAUGHTER BECOMING SAFE FROM THE WRETCHED LIFE THEY NOW HAVE.

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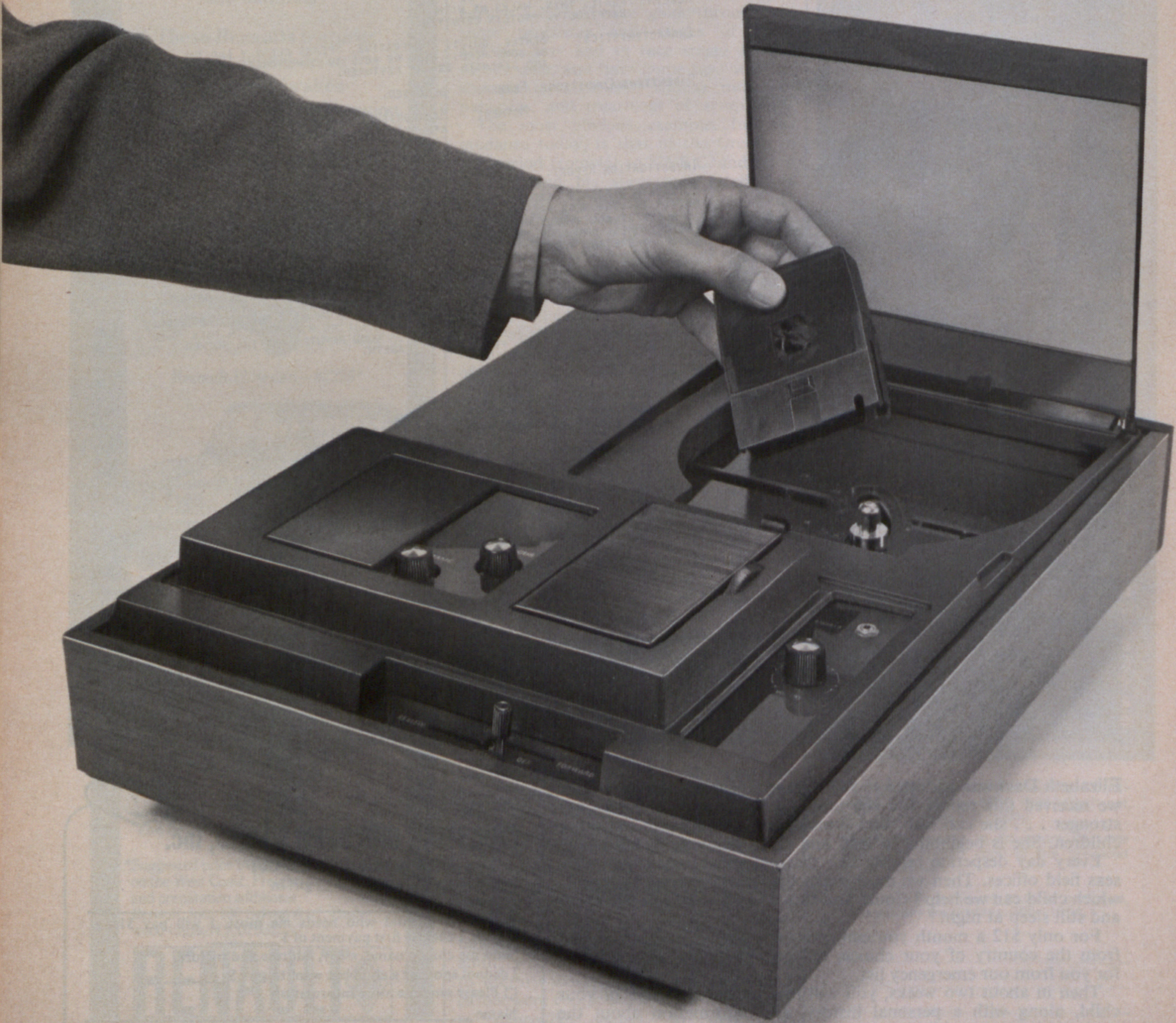

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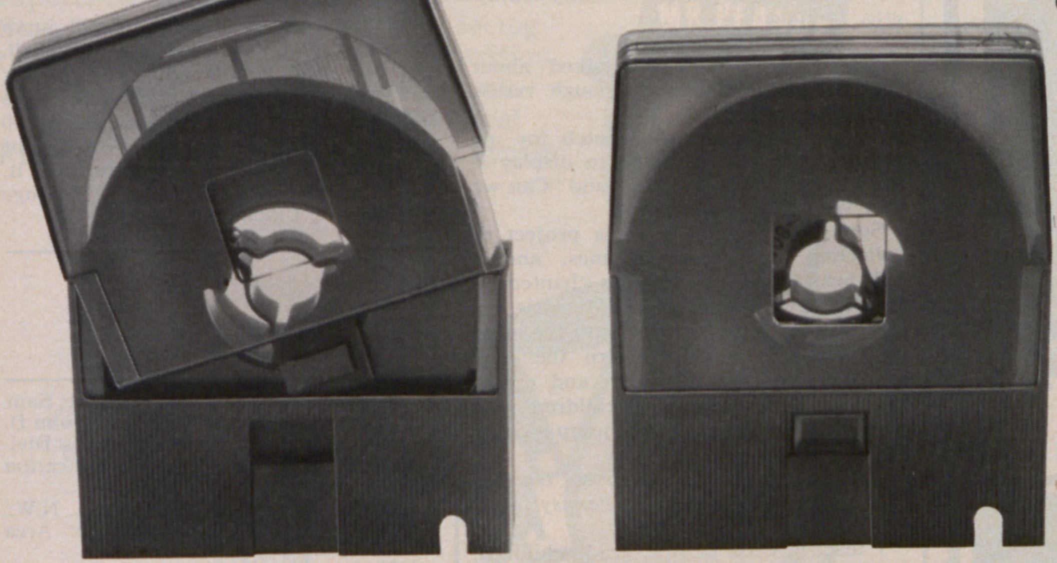

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ZIP . . . (*Continued from page* 12)

Games have inspired passwords, incantations, magic spells.

Among a host of adult games, tarot was almost an obsession of Yeats, Eliot, and Joyce. Norman Brown, John Ciardi, and Arthur Koestler observe that game playing is at the bottom of writers' creation of and readers' interpretive responses to metaphor, allegory, parable, parody, puns, and irony—all of which reflect a play of mind.

—Arnold Lazarus, *professor of English and education, Purdue University, Lafayette, Indiana.*

Perhaps the nun who talked about changes hasn't observed enough recess groups in action.

I bought a plastic hopscotch for my kindergarten, and if I fail to display it daily, I hear, "Where is it?" and "Can we play with it?"

Some years ago I made a project of collecting jump rope rhymes, and I still hear these same rhymes chanted on the blacktop at noontime. My girls enjoy jumping over the rope, into the rope, and having two people turn the rope while one person jumps in and out. I have not, however, seen children anywhere playing double-Dutch jump rope as I did when I was a child.

—Connie Bretz, *kindergarten teacher, Lincoln School, Pottstown, Pennsylvania.*

I teach a class of first grade children, and, yes, we play jump the rope. At the beginning of the year, we jump the rope while counting to 10, hopefully without a miss. I hold one end of a long rope of plastic beads, while the one who has just finished jumping holds the other end. We find that there is skill in swinging a rope as well as in jumping.

Later on we learn to run in while the rope is swung continuously. As we advance in perfection, two children run in, then three, then four.

Toward the end of the year we use the jingles to make a book by copying jingles such as the following:

Teddy Bear, Teddy Bear, turn all around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news.
Teddy Bear, Teddy Bear, shine your shoes.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn out the lights.
Teddy Bear, Teddy Bear, say G-O-O-D N-I-G-H-T.

—Irene K. Dighton, *first grade teacher, Central City, Iowa.*

Research I did while working on my recent book, *The World Book of Children's Games,* convinced me that today's children know less game-and-play lore than any preceding generation.

Too many school "games" consist of formal sports for which only the most able players are chosen. The rest of the children are weeded out and watch from the sidelines.

—Arnold Arnold, *syndicated columnist.*

Today, one seldom sees children playing games for fun, and when they do start such a game, those who play regularly on a team ruin it for the others because they are used to playing for "blood" and hence are poor sports.

At our school, the children still jump rope and play hopscotch and kickball. The two most popular games are tether ball and four-square. Four-square has been popular in the area for at least 10 years. The children never seem to tire of it, and they devise many variations of it.

—Bernice Grubbs, *teacher, Heritage Hill School, Cincinnati, Ohio.*

FOR YOUR INFORMATION

Catharine Barrett, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Director, Communications Division, and Publisher of *Today's Education* (NEA Journal).

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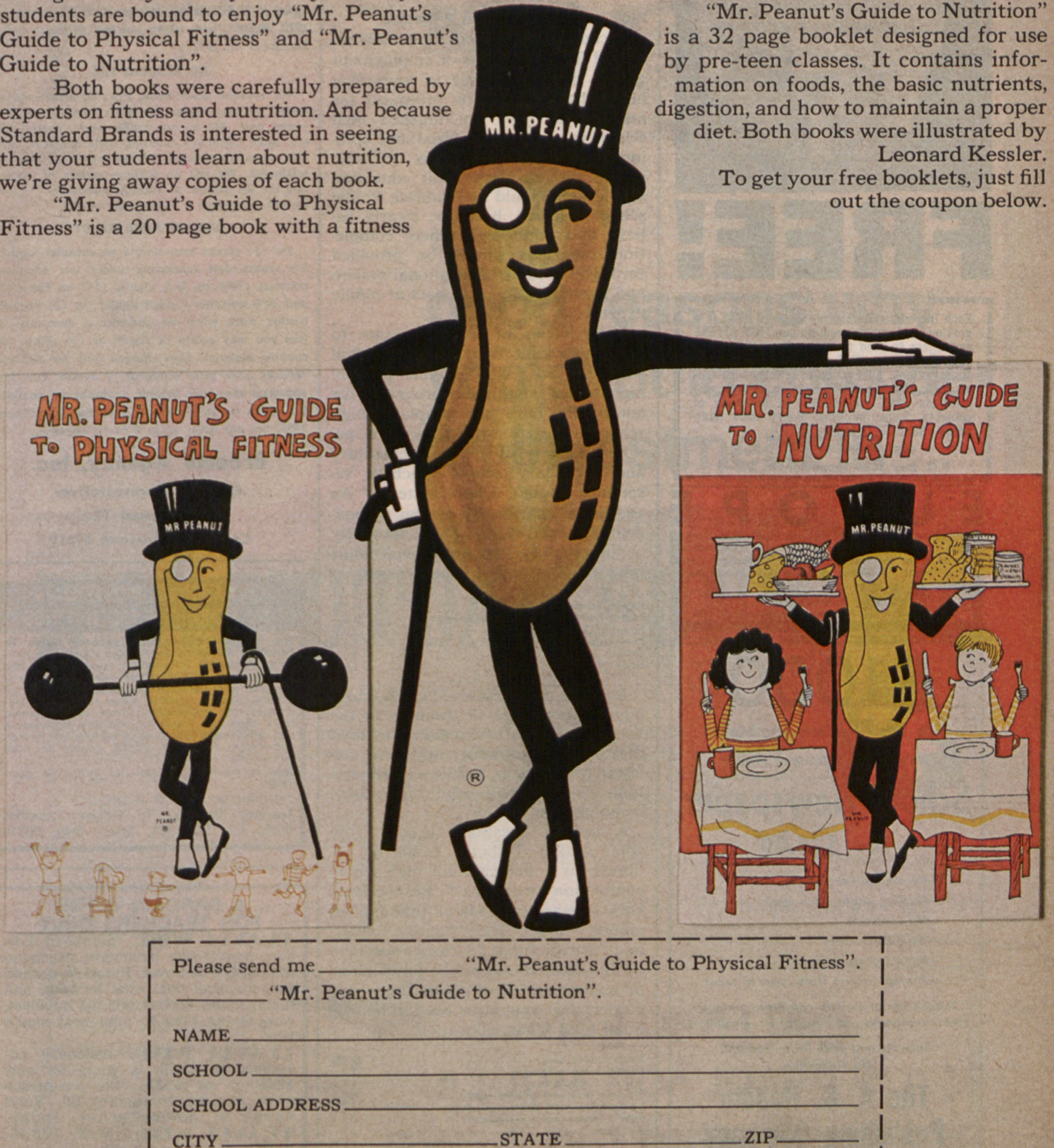
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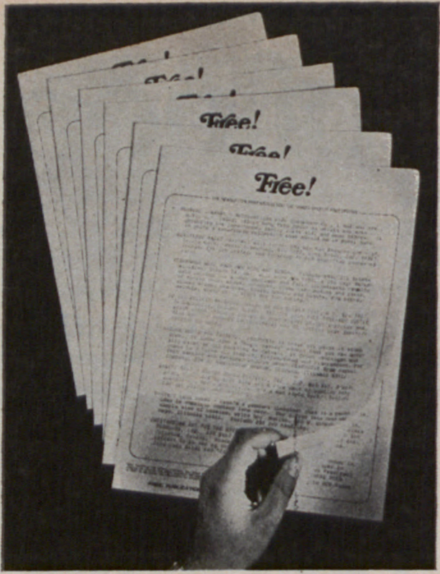

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TEACHER OPINION POLL

High School Completion Programs

Because a high school diploma is required for many types of employment today, the importance of providing high school completion programs for adults who have not finished high school is widely recognized, but opinions sometimes differ as to who should provide such adult education and how it should be financed. Public school teachers, however, clearly believe that adult high school completion programs should be provided through the public educational system and financed at least in part at public expense.

These views of teachers came to light in a recent Teacher Opinion Poll which asked "Who should provide high school completion programs for adults who have not completed high school?" Nearly two-thirds of a national sample of public elementary and secondary school teachers responded "public school systems." An additional one-fourth of the respondents believed that public community or junior colleges should provide adult high school completion programs.

Public school systems	64.7%
Public community or junior colleges	26.6
Private schools or colleges	2.9
Private businesses	2.3
Other	2.0
None of these	1.5

Analysis of responses showed that a higher percentage of teachers in the West than in other regions believed that public community or junior colleges rather than public school systems should provide adult high school completion programs.

A second question asked "From what source(s) should funds be obtained for financing adult high school completion programs?" Respondents were directed to check all that applied among "student fees," "public funds," and "private funds." Nearly 6 teachers in 10 indicated that public funds alone or a combination of public funds and student fees should be used to finance adult high school education.

Student fees only	22.5%
Public funds only	37.2
Private funds only	5.3
Student fees and public funds	20.0
Student fees and private funds	3.2
Public funds and private funds	2.0
All three	9.9

—NEA Research Division.

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CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers and other consultants whose training and experience may enable them to contribute illuminating insights. (This year the series will include incidents from elementary as well as secondary classrooms.)*

I have taught children in the primary grades for three years, but I've never had a class like my present one. I always expect a few tears on the first day or two, but this is my first experience with multiple crybabies.

We've had tempests of tears every day since school began, usually triggered by the same unhappy child. Unless I am able to give Sally my undivided attention the moment she enters the room, she bursts into tears. As soon as she starts, three or even four others join her. The rest of the class has become terribly upset by these demonstrations of misery, and I am at my wit's end to know how to handle the problem.

One crying child can usually be comforted with a smile, a hug, and a few whispered words of assurance. But how do you comfort three or four crying first graders at the same time?

My efforts to help the child who starts the flood of tears have failed. I've tried talking with her privately and also with her mother. (Her mother insists that Sally will be all right soon. "She has a very sensitive nature and you will have to be gentle with her," the mother advised. But this is the very rule I've tried to follow—without success.)

How would an experienced teacher handle this situation?

Consultants' Comments

Sally is probably looking for proof of acceptance in a new situation through attention-getting behavior. And she is being very successful! Smiles, hugs, privately whispered words from the teacher—why should she stop crying? The other crybabies have been quick to try to stimulate the same response for themselves.

Instead of responding with demonstrations of affection, this teacher might better resort to some diversionary tactic—something unexpected and special that would captivate the attention of the class and the crybabies: a spooky story hour around a "campfire" (flashlight in wastebasket), an insect hunt outside, a rearranging of the chairs for a magic circle activity—these might stem the tide for the morning.

A long-range goal for this teacher would be to build up Sally's self-confidence and self-reliance through a course of planned activities. Perhaps some time later in the day, the teacher could hold a class discussion on the meaning of responsibility and make a chart of jobs and helpers. She should make sure that Sally and her co-criers "volunteer" for assignments requiring their immediate attention every morning—putting out supplies, watering the plants, monitoring the coat closet, and so on. Everyone in the class should share in some service, and the tasks ought to be rotated frequently.

The following morning, Sally's behavior should begin to change as she performs her work and receives praise. Sally's mother ought to be informed of the plan and her cooperation sought in having Sally accept some responsibility at home, too. Each day as the child engages in some constructive activity at school, she will find reward in socially acceptable behavior and gain status for having made a worthwhile contribution to the group.

—Josephine Kennedy, *fourth grade teacher, Maugham Elementary School, Tenafly, New Jersey.*

Although this problem may seem trivial, it is probably one of the most frequent morale problems encountered in the kindergarten or first grade.

It is urgent to enlist an aide to help. If one is not readily available to be assigned temporarily to this class, find a willing mother-volunteer.

The teacher, while being gentle, must also be firm. *All* must understand that disruption of class activities is intolerable and *anyone* who cries will be removed from the classroom immediately by the aide and not be allowed to return until calm. The elimination of an audience in this way often helps. It also will keep the atmosphere of the total classroom from deteriorating.

The teacher must do everything possible to try to prevent the first outburst. Postpone any formal opening of the school day. Instead, have many interesting things available for children to choose when they enter. Supervision by the aide will leave the teacher free to talk to Sally.

At the end of the day, have a class council. Discuss reasons disruption cannot be tolerated. Praise all those who worked well all day. Plan a special treat the next morning for all those who are ready for it—an activity that takes them out of the classroom. Leave behind, with the aide, anyone who cries.

The welfare of the individual must be weighed against the welfare of the class as a whole. Hopefully, *both* can be improved by the solution.

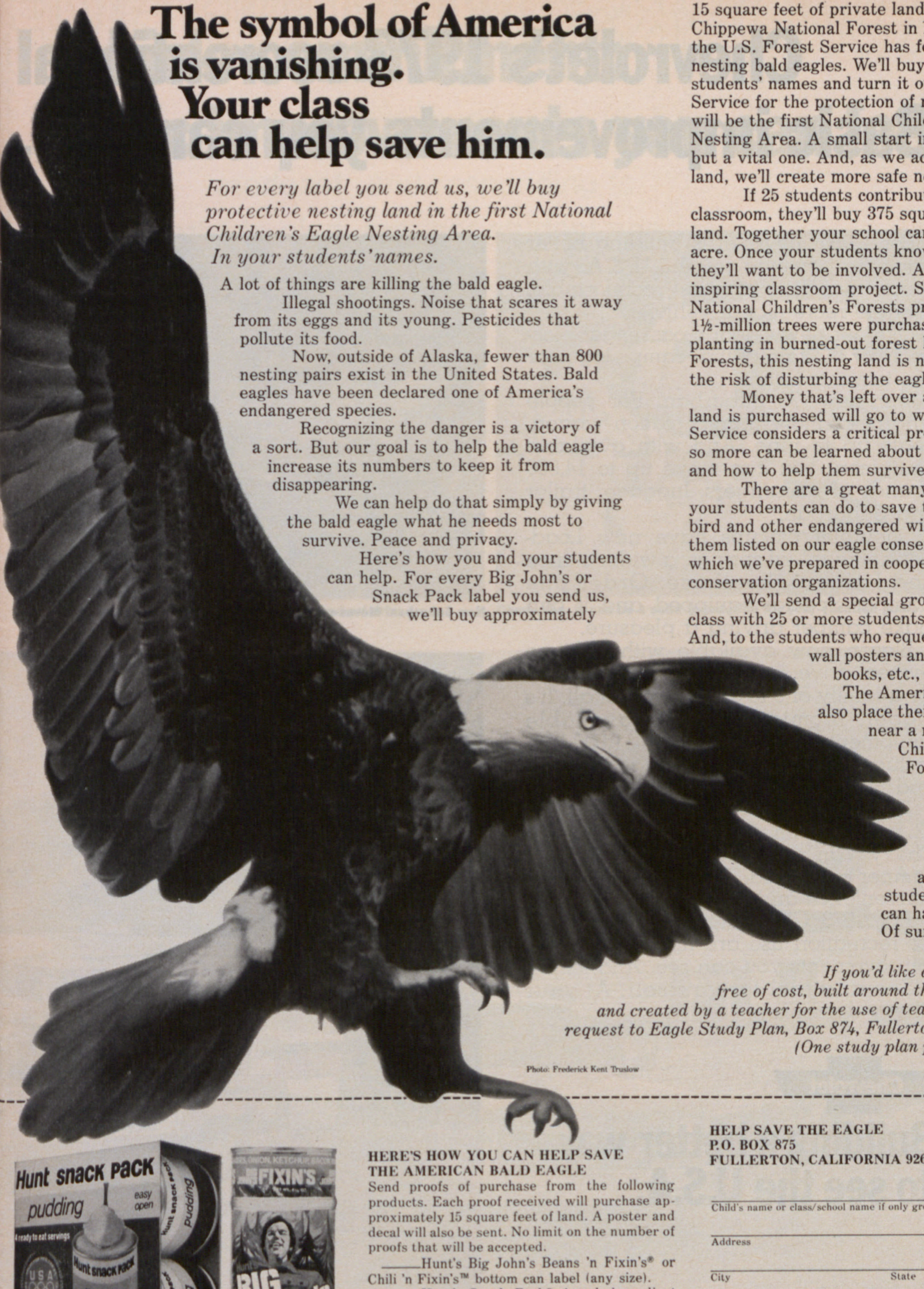
—Arline Lund, *first grade teacher, Fruitville School, Sarasota, Florida.*

MATERIALS FOR UNITED NATIONS DAY, OCTOBER 24, 1972

Teaching Materials on the UN. Annotated bibliography for elementary and secondary schools. Includes curriculum aids for teachers, ideas for classroom student participation, and UN background materials. 1972. 34 (mimeographed) pp. 50¢. United Nations Association of the United States of America School Resource Collection, 833 United Nations Plaza, New York 10017.

UN Day Kit. Materials include leadership manual, "The UN in Your Community," articles describing work of several UN agencies, a guidebook for programs on the environment, posters, and how to materials for a UN Day program. 1972. No. 9517. $2. United Nations Association of the United States of America, 833 United Nations Plaza, New York 10017.

The symbol of America is vanishing. Your class can help save him.



For every label you send us, we'll buy protective nesting land in the first National Children's Eagle Nesting Area. In your students' names.

A lot of things are killing the bald eagle.

Illegal shootings. Noise that scares it away from its eggs and its young. Pesticides that pollute its food.

Now, outside of Alaska, fewer than 800 nesting pairs exist in the United States. Bald eagles have been declared one of America's endangered species.

Recognizing the danger is a victory of a sort. But our goal is to help the bald eagle increase its numbers to keep it from disappearing.

We can help do that simply by giving the bald eagle what he needs most to survive. Peace and privacy.

Here's how you and your students can help. For every Big John's or Snack Pack label you send us, we'll buy approximately 15 square feet of private land next to the Chippewa National Forest in Minnesota, where the U.S. Forest Service has found two pairs of nesting bald eagles. We'll buy the land in your students' names and turn it over to the Forest Service for the protection of nesting eagles. It will be the first National Children's Eagle Nesting Area. A small start in saving the eagle, but a vital one. And, as we acquire more nesting land, we'll create more safe nesting areas.

If 25 students contribute from your classroom, they'll buy 375 square feet of nesting land. Together your school can easily buy an acre. Once your students know the problem, they'll want to be involved. And you'll have an inspiring classroom project. Something like our National Children's Forests project, in which 1½-million trees were purchased last year for planting in burned-out forest land. Unlike the Forests, this nesting land is not a place to visit; the risk of disturbing the eagles is too great.

Money that's left over after all available land is purchased will go to what the Forest Service considers a critical project: eagle study, so more can be learned about how eagles live and how to help them survive.

There are a great many other things your students can do to save this magnificent bird and other endangered wildlife. You'll find them listed on our eagle conservation wall poster which we've prepared in cooperation with leading conservation organizations.

We'll send a special group citation to each class with 25 or more students participating. And, to the students who request them, individual wall posters and decals for bikes, books, etc., saying "Help Save The American Eagle." We'll also place their names in a vault near a marker at the Chippewa National Forest headquarters.

The bald eagle was chosen as our national symbol in 1782. Help keep him alive, so your students' generation can have a symbol. Of survival.

If you'd like a special study plan, free of cost, built around the American Eagle and created by a teacher for the use of teachers, send your request to Eagle Study Plan, Box 874, Fullerton, California 92638. (One study plan per teacher only.)

Photo: Frederick Kent Truslow

Hunt snack Pack
pudding
easy open
4 ready to eat servings
USA
FIXIN'S
BIG JOHN'S
BEANS 'N FIXIN'S

HERE'S HOW YOU CAN HELP SAVE THE AMERICAN BALD EAGLE

Send proofs of purchase from the following products. Each proof received will purchase approximately 15 square feet of land. A poster and decal will also be sent. No limit on the number of proofs that will be accepted.

_____Hunt's Big John's Beans 'n Fixin's® or Chili 'n Fixin's™ bottom can label (any size).

_____Hunt's Snack Pack® 4-pack ingredient line panels from cardboard jacket of any flavor puddings or fruits (ingredient lines from individual can labels not acceptable).

This coupon may be reproduced for use by your students if you wish.

HELP SAVE THE EAGLE
P.O. BOX 875
FULLERTON, CALIFORNIA 92638

Child's name or class/school name if only group certificate* is desired

Address

City State Zip Code

*If 25 labels are sent together, a special group certificate will be sent. If individual posters are also desired, then each child's name and address must be included.

THIS OFFER EXPIRES FEBRUARY 28, 1973

Please allow 4-6 weeks for delivery. Offer void where taxed, prohibited or otherwise restricted.

Chevrolet's 1973 recreational
Basic improvements you can see.

For 1973 Chevrolet is building better ways than ever to see the U.S.A. with a complete line of quiet, comfortable, capable recreational vehicles.

Like our new 4-door 6-passenger pickup. Now the family that camps together can travel together.

Our new '73 Suburban. For people who need more than a station wagon. Seats up to nine. And with available equipment you can move up to 14,000 pounds of passengers, luggage, trailer and Suburban.

Chevrolet pickups have new Load-Control rear leaf springs, a wider stance and longer wheelbase. Order one Camper Special equipped and it can make camper driving a pleasure.

Blazer, now available with full-time 4-wheel drive, is a better way than ever for a family of 5 to get away to it all. It's bigger, roomier and with available equipment it can move up to 11,000 lbs., including passengers, luggage, trailer and Blazer.

The sliding door Sportvan carries up to 12 people with available seating. Or Chevy Van can sleep up to six when camper converted. They offer improved convenience and riding comfort.

For 1973 Chevrolet trucks and cars for recreation use are filled with basic improvements you can see. And feel.

See and feel for yourself. At your Chevy dealer's.

New Suburban. Moves up to 14,000 pounds.

New 6-passenger pickup with dual rear wheels you can specify.

Chevrolet

Building a better way to see the U.S.A.

vehicle commitment: Basic improvements you can feel.

New Blazer. Available with full-time 4-wheel drive.

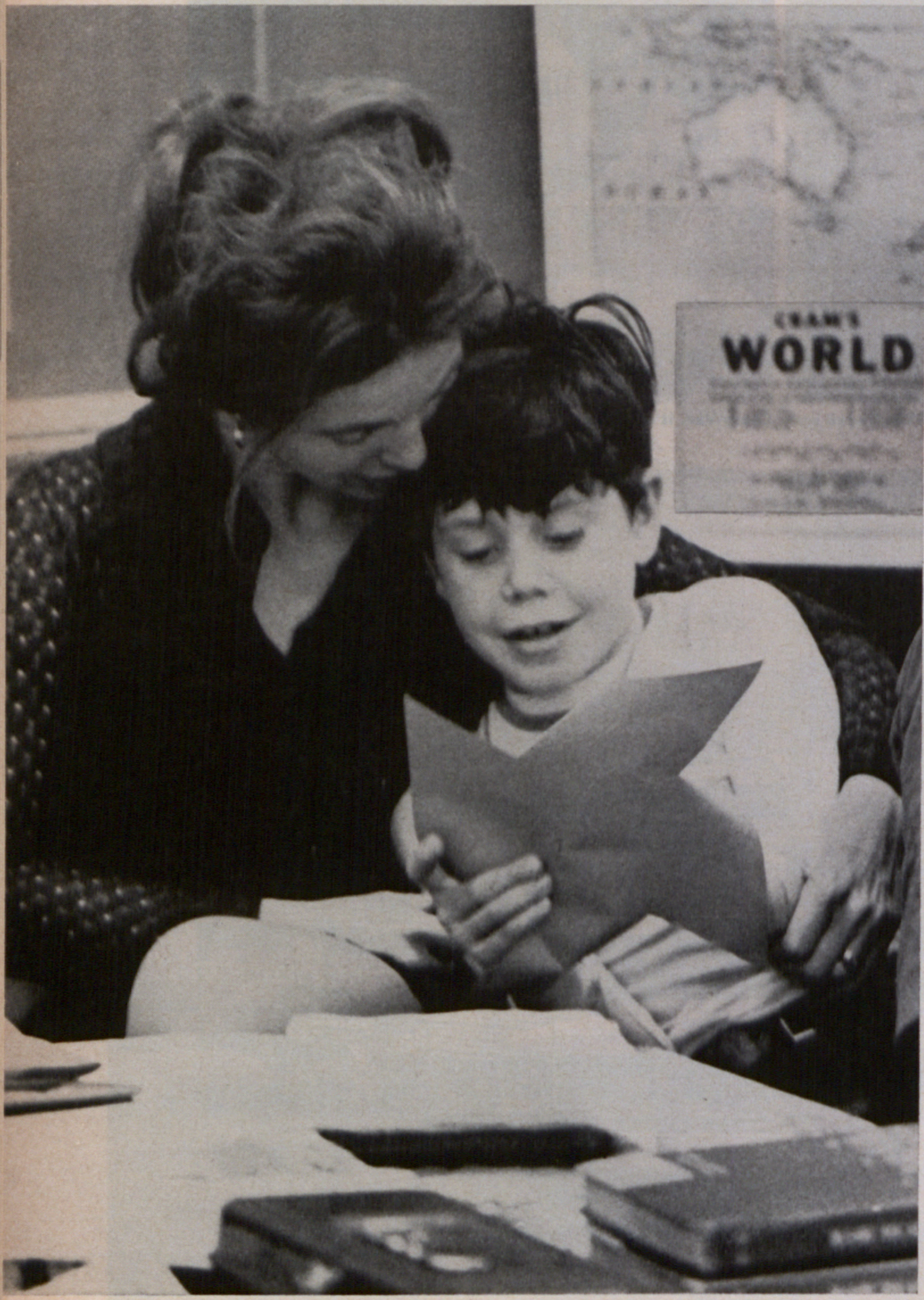
Chevy Van. It can be a solid foundation for your vacation home.

ElDorado
ElDorado

'73 Chevy pickups. Full of basic improvements to help make jobs like 5th wheel trailering more pleasurable.

NEA WORKS TO IMPROVE

. . . by helping teachers help children



• • • •

improving instruction
is
more than
taking college courses
after school
and
in the summers. . . .

it's seeing that teachers
have aides and clerical
help so they can spend
more meaningful time
with children. . . .

it's insisting that drugs
and sex can be discussed
in the classroom. . . .

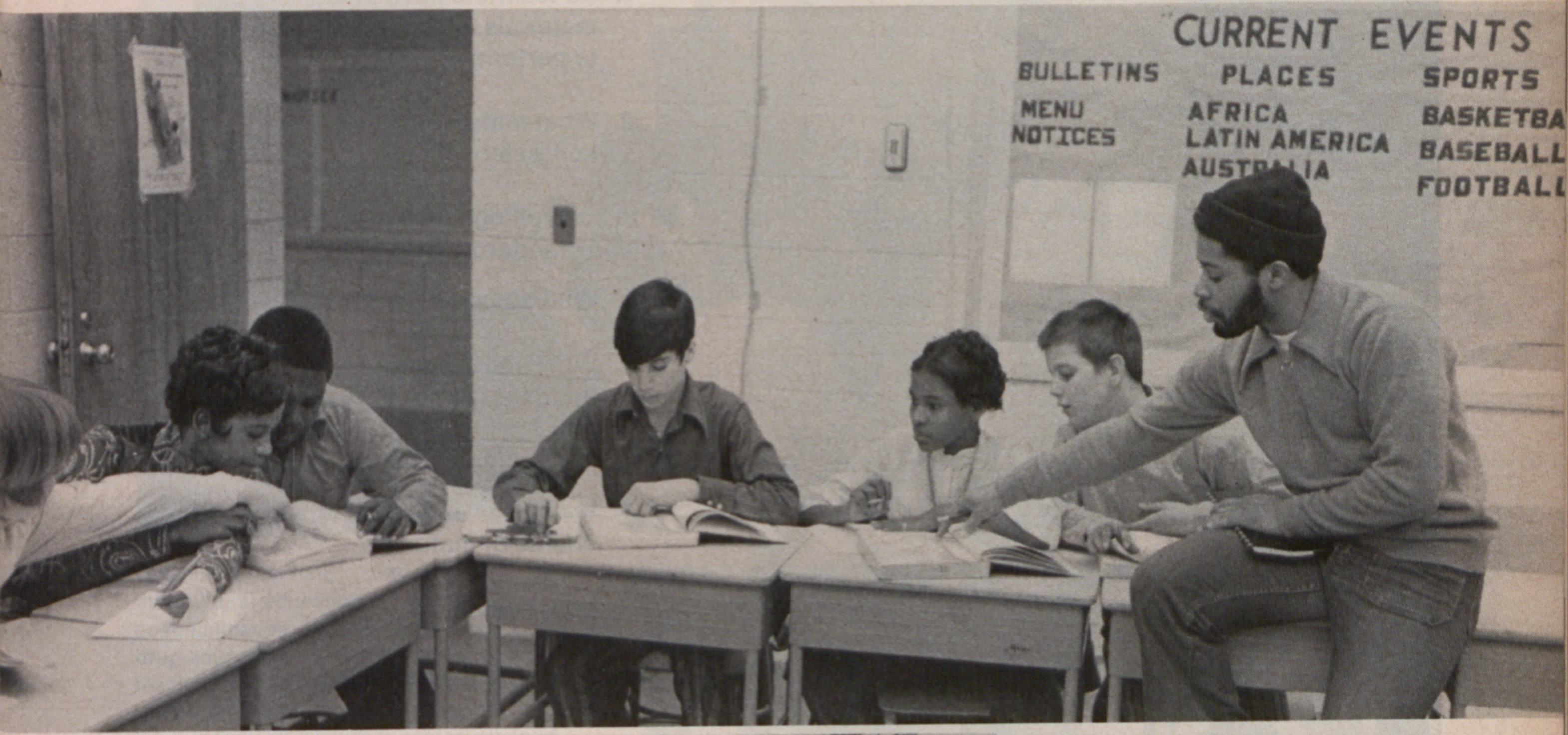
it's allocating time in
the school day for teachers
to study, to plan, to work
on curriculum, so their
hours with children will
be more productive. . . .

it's hearing teachers say
what they need in order
to teach better, so
learners can learn. . . .

it's getting it all together. . . .

INSTRUCTION

. . . by assessing and responding to teacher-student needs*


CURRENT EVENTS
BULLETINS
MENU
NOTICES
PLACES
AFRICA
LATIN AMERICA
AUSTRALIA
SPORTS
BASKETBA
BASEBALL
FOOTBALL

Teacher-student needs and styles vary as much as do the teachers and students themselves.

A teacher and a researcher discuss data from a nationwide survey coming off a computer at the NEA Center. Results will help determine Association programs in instruction.

---

*See pages 31-35 for description of first Needs Assessment Survey conducted by the Division of Instruction and Professional Development in cooperation with the Research Division.

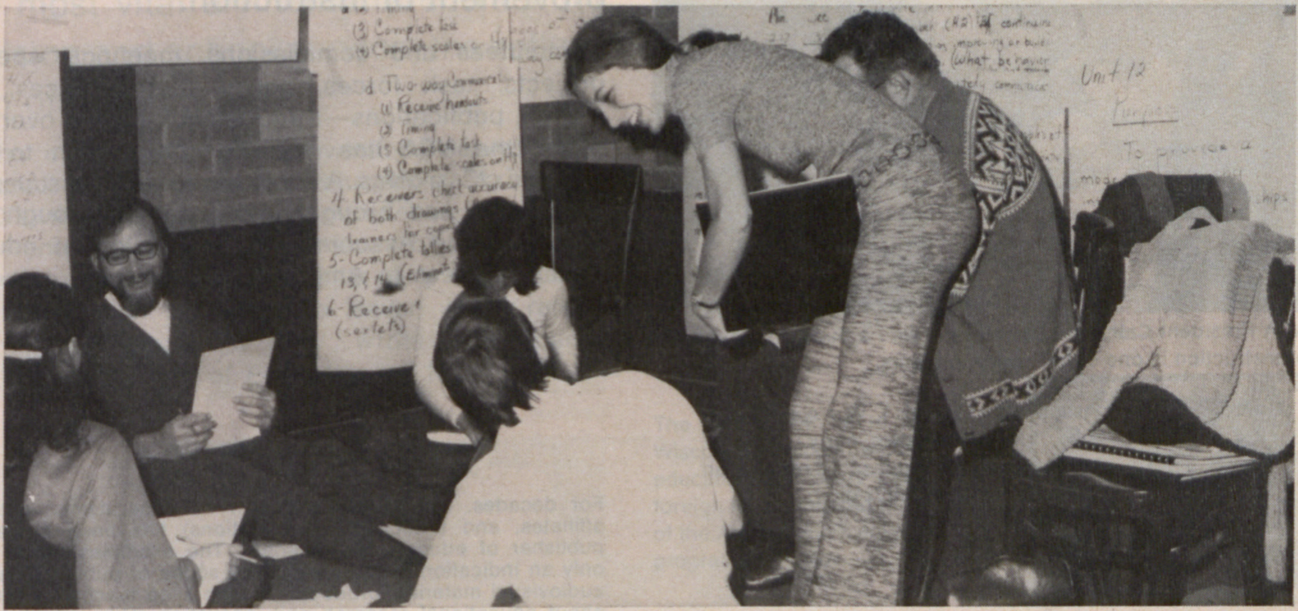
"How am I unfair?" a teacher asks herself as she reflects on results compiled from an evaluation instrument that she and her class developed together. The teacher says that such an instrument, which she and her class call "Speak Out," is effective only if it is developed cooperatively and is based on mutual trust.

. . . by ensuring that teachers are in on the ACTION

- in evaluating both program and performance
    1. Do teachers have time, materials, and support to perform well?
    2. What makes a teacher competent?
- in controlling licensure and standards
    1. Who should enter the profession?
    2. What should in-service education be like?
- in negotiating for instruction
    1. teacher involvement in choice of materials
    2. peer evaluation
    3. nonprofessional duties

Teachers plan strategy for negotiating contract proposals that will help teachers help children.

. . . by shaping teacher learning centers



Diagnostic teaching . . . modules . . . intercultural education . . . satellite communication . . . alternative schools . . . drug education . . . the cluster plan—teachers want to learn about them *now*, while they are teaching. One way to learn is through a teacher center, planned and controlled by teachers.

Information packages on topics such as the open classroom are being developed by IPD-NEA and will be available later this school year. For information on current instructional topics of concern to you, request your local association to write directly to the IPD Information Center, NEA.

NEA President Catharine Barrett raps with a pupil. Improvement of instruction is one of her major interests.

Association founder T. W. Valentine, also of New York State, early emphasized improvement of instruction as a goal of the organization.

FROM THE BEGINNING, the NEA's charter has called for improvement of the quality of education. From 1857 through the present, Association leaders have been concerned with improvement of instruction.

Committees and commissions, meetings, special projects, task forces, consultation services, research, publications—through such means over the years, the NEA has made a contribution to the nation's classrooms. A list of the subjects discussed, advocated, and brought into practice through the efforts of the Association is a catalog of educational progress in America.

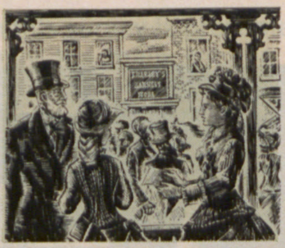
For decades, the NEA (along with its departments, national affiliates, and associated organizations) has been a leading publisher of educational materials. The examples below give only an indication of the variety and scope of publications and audiovisual materials produced to help keep teachers informed about educational research and innovation. This output represents the work, thinking, and experimentation of succeeding generations of members.

EDUCATION for All American Youth
theory into action
Teacher Education
IMPACT
RESEARCH BULLETIN
THE TEACHER AND HIS STATE
MUSIC IN GENERAL EDUCATION
TODAY'S EDUCATION
JOURNAL of the NATIONAL EDUCATION ASSOCIATION
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
nea
Pre-Recorded Program
Principal

Throughout its history, the conventions of the National Education Association have been a forum for the discussion of old and new ideas affecting instruction, the beginnings of some of the most vital elements in curriculum revision and school service, the reflection of passing trends.

In the early days, NEA conventions served as a national clearinghouse for education. During the 1800's, the annual conventions offered one of the few—and one of the best—means of professional growth for educators. Through its early conventions, the Association "served as a leaven which raised the entire educational loaf," wrote John Eaton, U.S. Commissioner of Education in 1870.

Educational leaders at the 1972 convention in Atlantic City. Whereas early conventions demonstrated and discussed pedagogical procedures, today's conventions improve instruction by dealing with the process of strengthening the profession and increasing teachers' influence.



The 1884 convention in Madison, Wisconsin, which attracted educators from every state and from foreign lands, marked the beginning of the Association's enlarged program of service.

Guide to Better Schools
IMPACT
drug education an awakening
A REPORT OF THE NEA TASK FORCE ON DRUG EDUCATION
HOW TO TEACH IN A GHETTO SCHOOL
FOCUS
TECHNOLOGY
art education
music educators journal
60
Teaching High School Science
The Revolution in School Mathematics

Despite problems and shortcomings in today's schools, today's teachers are better educated and better qualified to do their jobs than ever before. The NEA has been a major force in this great improvement.

As these photos of learning situations in all parts of the nation show, teaching has changed dramatically. We still have a long way to go, but the hickory stick, the dunce's cap, the bolted-down desk are gone. The meager classroom fare of yesterday has been superseded in many schools by more dynamic, richer learning situations, such as those pictured here.

An early schoolroom re-created in Henry Ford Museum in Dearborn, Michigan.

Madison, Wisconsin

Syracuse, New York

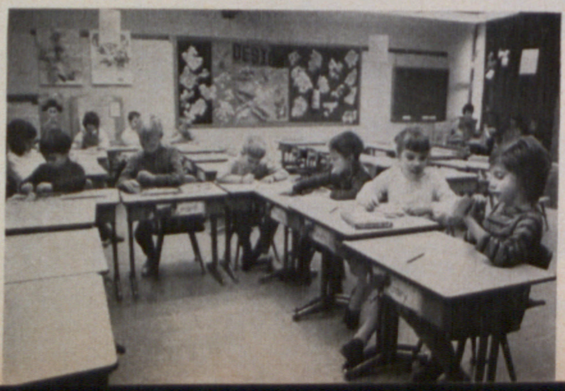
Baltimore, Maryland

HOLLOW
SNOWFLAKE

Carrollton, Georgia

Houston, Texas

Willow Grove, Pennsylvania



Great Falls, Montana

Finding Out What Teachers Need and Want

□ ***Can anyone with certainty describe the instructional*** problems and needs of teachers—or predict what they will be five years from today? Teaching is a complicated process. Teachers are deeply affected by where they teach, what they teach, how they view learning, how successful they are, the state of their health, and other factors that do not lend themselves readily to slide rule measurement. Teachers operate from a scientific base, but they apply those scientific principles with individuality and creativity in their classrooms. In many respects, then, determining what teachers need and want is far more complex than measuring the amount of pollution in the air or the amount of fat in meat.

Finding out what teachers need and want is the first challenge for NEA's Division of Instruction and Professional Development (IPD). Mindful of Leon Keyserling's remark that "a problem properly identified and analyzed is 95 percent solved," IPD and the NEA Research Division have surveyed a nationwide sample of teachers about their instructional problems and needs.

The questionnaire used in this survey is presented on the next two pages. (Only the main section is reproduced. The introduction, space for comments, and general information section are omitted because of space limitations.) As you will see, teachers are asked to indicate whether each of 20 problems that are often of concern to teachers has a negligible, moderate, serious, or critical effect on their work. The questionnaire also asks teachers to select types of assistance that would reduce or minimize a specific problem, without offering them the options of more money or more teachers, so that the respondents would focus on other kinds of legitimate assistance.

Of course, no questionnaire can include all teachers' instructional problems and needs. Data from this first study will provide at best only rough-cut information which will be used by IPD for more in-depth study to follow. The important features of the continuing IPD Needs Assessment effort are:

1. Teachers are being asked to specify their problems.
2. Information collected will be used to help determine association programs in instruction and professional development.

As the needs assessment continues, the information that IPD collects will be used cooperatively with state and local association leaders to develop programs for the United Teaching Profession based on member needs. Especially important may be the use of a needs assessment procedure at the local level to help determine local association programs. For example, would the instrument on the next two pages (or some modification) be useful in assessing teacher needs in your school or association?

IPD invites you to try the questionnaire yourself as an individual or as part of a local association project. Compare your responses with some preliminary results of the national sample on pages 34-35.

What do teachers think impedes an effective instructional program for all American children today? What help do teachers need in solving their problems? For some of the answers, see details of NEA's Needs Assessment program on this and the following four pages.

SECTION 1 – INSTRUCTIONAL PROBLEMS

Complete this section before going to Section 2.

Each of the following items is a problem to some teachers in some schools. Check each to the degree YOU think it is a problem to teachers you represent or know.

NEGLIGIBLE PROBLEM–
has *little effect* on teachers' work.
MODERATE PROBLEM–
has *only limited effect* on teachers' work.
SERIOUS PROBLEM–
has *considerable effect* on teachers' work.
CRITICAL PROBLEM–
has *crucial effect* on teachers' work.

SECTION 2 – INSTRUCTIONAL NEEDS

LIST A

Select ONE response for each MODERATE, SERIOUS, or CRITICAL problem and circle the corresponding number below.

To solve this problem, I think teachers MOST want MORE HELP from:

1. Teacher aides
2. Secretarial and clerical staff
3. Specialized personnel (e.g., counselors)
4. Principals and other administrators
5. Community (people and agencies)
6. Subject-matter organizations
7. Teacher organizations (local, state, national)
8. Colleges and universities
9. None of the items above applies

		Problem				
		Negligible	Moderate	Serious	Critical	List A
a.	Teachers are restricted by the *nature and quality* of instructional materials	1☐	2☐	3☐	4☐	a. 1 2 3 4 5 6 7 8 9
b.	Teachers are restricted by the *lack* of instructional materials	1☐	2☐	3☐	4☐	b. 1 2 3 4 5 6 7 8 9
c.	The mandated curriculum is not appropriate for students	1☐	2☐	3☐	4☐	c. 1 2 3 4 5 6 7 8 9
d.	Students are chronically absent or are dropping out	1☐	2☐	3☐	4☐	d. 1 2 3 4 5 6 7 8 9
e.	Teachers have to work with too many students	1☐	2☐	3☐	4☐	e. 1 2 3 4 5 6 7 8 9
f.	The range of achievement of students within classes or groups is too great	1☐	2☐	3☐	4☐	f. 1 2 3 4 5 6 7 8 9
g.	The diversity of ethnic and socioeconomic backgrounds of students within classes or groups is too great	1☐	2☐	3☐	4☐	g. 1 2 3 4 5 6 7 8 9
h.	Too much teacher time is spent on noninstructional duties	1☐	2☐	3☐	4☐	h. 1 2 3 4 5 6 7 8 9
i.	Student use of drugs counters even the best teaching efforts	1☐	2☐	3☐	4☐	i. 1 2 3 4 5 6 7 8 9
j.	Student health and nutrition problems interfere with learning	1☐	2☐	3☐	4☐	j. 1 2 3 4 5 6 7 8 9
k.	The values and attitudes of the current generation make teaching difficult	1☐	2☐	3☐	4☐	k. 1 2 3 4 5 6 7 8 9
l.	Too many students are indifferent to school	1☐	2☐	3☐	4☐	l. 1 2 3 4 5 6 7 8 9
m.	Students who disrupt classes are a frustration to teachers	1☐	2☐	3☐	4☐	m. 1 2 3 4 5 6 7 8 9
n.	Teachers have difficulty diagnosing student learning problems	1☐	2☐	3☐	4☐	n. 1 2 3 4 5 6 7 8 9
o.	Teachers have difficulty measuring and reporting student achievement	1☐	2☐	3☐	4☐	o. 1 2 3 4 5 6 7 8 9
p.	Teachers feel frustrated by the routine and inflexibility of their situation	1☐	2☐	3☐	4☐	p. 1 2 3 4 5 6 7 8 9
q.	Teachers are inhibited by a lack of academic freedom	1☐	2☐	3☐	4☐	q. 1 2 3 4 5 6 7 8 9
r.	Teachers feel under pressure too much of the time	1☐	2☐	3☐	4☐	r. 1 2 3 4 5 6 7 8 9
s.	To teachers the psychological climate of the school is not conducive to learning	1☐	2☐	3☐	4☐	s. 1 2 3 4 5 6 7 8 9
t.	Teachers feel frustrated by the rapid rate of curriculum and instructional change	1☐	2☐	3☐	4☐	t. 1 2 3 4 5 6 7 8 9

For those problems you checked MODERATE, SERIOUS, or CRITICAL in Section 1, complete lists A, B, and C in this section.

LIST B

Select ONE response for each MODERATE, SERIOUS, or CRITICAL problem and circle the corresponding number below.

To solve this problem, I think teachers MOST want MORE TIME and OPPORTUNITY to:

1. Plan daily activities
2. Learn new content
3. Learn new ways to teach
4. Develop new programs
5. Work with students
6. Work with fellow teachers
7. Work with parents
8. Relax and think
9. None of the items above applies

LIST C

Select ONE response for each MODERATE, SERIOUS, or CRITICAL problem and circle the corresponding number below.

To solve this problem, I think teachers MOST want MORE AUTHORITY to:

1. Adjust student groupings
2. Revise content and materials
3. Try new ways of teaching
4. Change staffing patterns
5. Make curriculum decisions
6. Change ways of evaluating student learning
7. Develop inservice programs
8. Spend existing funds differently
9. None of the items above applies

LIST B		LIST C	
a.	1 2 3 4 5 6 7 8 9	a.	1 2 3 4 5 6 7 8 9
b.	1 2 3 4 5 6 7 8 9	b.	1 2 3 4 5 6 7 8 9
c.	1 2 3 4 5 6 7 8 9	c.	1 2 3 4 5 6 7 8 9
d.	1 2 3 4 5 6 7 8 9	d.	1 2 3 4 5 6 7 8 9
e.	1 2 3 4 5 6 7 8 9	e.	1 2 3 4 5 6 7 8 9
f.	1 2 3 4 5 6 7 8 9	f.	1 2 3 4 5 6 7 8 9
g.	1 2 3 4 5 6 7 8 9	g.	1 2 3 4 5 6 7 8 9
h.	1 2 3 4 5 6 7 8 9	h.	1 2 3 4 5 6 7 8 9
i.	1 2 3 4 5 6 7 8 9	i.	1 2 3 4 5 6 7 8 9
j.	1 2 3 4 5 6 7 8 9	j.	1 2 3 4 5 6 7 8 9
k.	1 2 3 4 5 6 7 8 9	k.	1 2 3 4 5 6 7 8 9
l.	1 2 3 4 5 6 7 8 9	l.	1 2 3 4 5 6 7 8 9
m.	1 2 3 4 5 6 7 8 9	m.	1 2 3 4 5 6 7 8 9
n.	1 2 3 4 5 6 7 8 9	n.	1 2 3 4 5 6 7 8 9
o.	1 2 3 4 5 6 7 8 9	o.	1 2 3 4 5 6 7 8 9
p.	1 2 3 4 5 6 7 8 9	p.	1 2 3 4 5 6 7 8 9
q.	1 2 3 4 5 6 7 8 9	q.	1 2 3 4 5 6 7 8 9
r.	1 2 3 4 5 6 7 8 9	r.	1 2 3 4 5 6 7 8 9
s.	1 2 3 4 5 6 7 8 9	s.	1 2 3 4 5 6 7 8 9
t.	1 2 3 4 5 6 7 8 9	t.	1 2 3 4 5 6 7 8 9

Please turn page →→→

Finding Out What Teachers Need and Want

(Continued)

Some Preliminary Findings*

Note: Because the categories below represent a general evaluation of the impact of the problems, they do not correspond to the categories in the questionnaire itself.

Problems that have *CONSIDERABLE* effect on teachers' work:

- **The wide range of student achievement**
- **Working with too many students each day**
- **Too many noninstructional duties**
- **Too many students indifferent to school**

Problems that have *SOME* effect on their work:

- **Diagnosing student learning problems**
- **The values and attitudes of the current generation**
- **Students who disrupt classes**
- **Measuring and reporting student achievement**
- **The nature and quality of instructional materials**
- **The lack of instructional materials**

Problems that have *ONLY LIMITED* effect on their work:

- **The psychological climate of the school**
- **The mandated curriculum is not appropriate for students**
- **Feeling under pressure too much of the time**
- **Frustration caused by the routine and inflexibility of their situation**

Problems that have *LITTLE OR NO* effect on their work:

- **Chronic absence and dropping out of students**
- **The wide diversity of student ethnic and socioeconomic backgrounds**
- **Student health and nutrition problems that affect learning**
- **The rapid rate of curriculum and instructional change**
- **Lack of academic freedom**
- **Student use of drugs**

What do the preliminary findings mean?

From a preliminary look at the returns, as they say in election reporting, the trend seems clear on the front-runner problems. But in many ways the data raise more questions than they answer.

Consider, for example, those teachers who find "a wide range in student achievement" to be a critical problem. They may be saying, in effect, that they are more accustomed to a multitrack or ability grouping approach, or they may simply not have appropriate materials at hand to work with a wide range of students. In some communities, this might mean that integrated schools are bringing together children of greater variation in background than teachers are used to or prepared for. Even with the problem of "too many noninstructional duties," one teacher could be referring to sponsoring the Stamp Club while another is saying that supervising the playground detracts from his real job.

Or when teachers tell us that they "work with too many students," they are not necessarily saying that teaching fewer students is the only answer. Many in the survey replied that teachers, specialized personnel, or paraprofessionals would help to alleviate the problem.

Similarly, the problems that teachers gave a low priority in this questionnaire require further scrutiny and amplification. For example, relatively few teachers in the survey see "student use of drugs" as a problem in their work. This finding could result from a variety of reasons. We don't necessarily know whether the serious drug users are enrolled in schools or whether they have dropped out. Perhaps students use drugs at home or

How the national sample of teachers chose to solve the four instructional problems they selected as having a considerable effect on their work.

Problem	More Help from	More Time and Opportunity to	More Authority to
The wide range of student achievement	—teacher aides —specialized personnel	—work with students	—adjust student groupings
Working with too many students	—teacher aides	—work with students	—adjust student groupings
Too many noninstructional duties	—teacher aides —secretarial or clerical staff	—plan daily activities	—change staffing patterns
Too many students indifferent to school	—community	—work with students —work with parents	—try new ways of teaching

★*It is important to note that a national sample may not reflect the situation in any given local district.*

on weekends, but not at school. Possibly the effects of marijuana are not readily apparent in a large high school classroom.

Or, consider the comparatively few teachers who see "a lack of academic freedom" as a problem in their work. "Academic freedom" may have very different connotations for teachers in elementary and secondary schools than for those in institutions of higher education.

In all cases, it is important to find out more about the dimensions of instructional problems. Some clues have been given by the survey results, but more definitive data are needed to provide greater understanding and insight into teachers' needs.

"So," says Jim Becker, director of NEA's Division of Instruction and Professional Development, "I hope that readers of this report will realize that we in IPD have seen only the tip of the iceberg. Our job now is to follow through on other studies with teachers and students to find out more about teachers' instructional needs. The more we know, the better and more appropriate services we can provide to strengthen the profession."

Work is now under way at NEA to review and interpret these preliminary survey findings. A most important job is to cooperate with state and local associations in assessing member needs. Once this is done, NEA will be in a better position to help our affiliates develop programs and actions that respond to the established needs. Collecting information is only a first but basic step in the long journey toward a better school world for teachers and students. □

Between the Times

MELVYN R. ALLEN, *fourth grade teacher, Village School, Gorham, Maine.*

☐ **Because of something he didn't do, I will never forget Mr. Philip Johnson.**

I was thirteen, in the seventh grade, and a football player. Mr. Johnson was my English teacher, a small, pale man whose voice and movements were as delicate as the poetry he read to us in class.

When October rolled around that year, Mr. Johnson talked to us about the poetry of Halloween. I remember laughing and saying, "Halloween is kid stuff." Mr. Johnson wagged his head back and forth in disagreement. "Listen to this poem," he said.

Like grass
Beneath the snow
Children must wait
Between the times.

"I wrote that last night as I was thinking about Halloween," he told us. "I remember watching my younger sister go out on Halloween after I was too old and wishing I could be her age just for that night."

"But, Mr. Johnson," I persisted, "that's junk—saying 'trick or treat' all night and getting candy and apples and getting dressed up like ghosts and stuff."

The boys in the class agreed with me, and I could sense their admiration that Mr. Johnson's poetry hadn't swayed me. Even though some of the girls acted as though they understood the poem, I really doubted it. Between what times?

After football practice the next day, I saw groups of children showing each other their costumes and my memory tugged just a little. The crackling leaves, the night shadows, the breath that is like smoke, the hot chocolate at home when it was all over. Those things didn't seem so childish, really.

Later that evening I went out, too—just to watch the children, of course. The night was truly of Halloween—moonless, chilly, and windy. Mr. Johnson had called it "the night of children's imaginings."

I stood beneath a street light as small laughing ghosts passed quickly in front of me. I scoffed at their frosty hands carrying weapons of chalk and soap. I laughed derisively at their squeals as they emerged from warm hallways, examining their booty. I huddled against the night air, hopping a bit, my hands closeted in my coat pockets.

Suddenly I pulled some dry grass and put the long, thin blades between my teeth. That was more like it. I walked around the neighborhood, remembering this or that house for its fireplace smell or its very special treat of pennies in a deep silver dish beside a bowl of pears.

I think it was the apple cider house that finally did it, though. The Hostellers' apple cider house made the difference.

I could just see the paper cups filled with frothy cider and the large chunks of Mrs. Hosteller's gingerbread I'd find inside. Racing home without allowing myself to question, I tugged on my football uniform and ran back to that house.

All the children had passed around the corner now and I was on an empty street. My thirst grew as I walked up to the door, lifted the metal knocker, and let it fall.

Mr. Hosteller smiled as he opened the door. "Well, if it isn't the old pro," he laughed. "Mary, look who's here. Come in, come in. We weren't expecting you this evening. Are you trickin' or treatin'? I'll bet you're up to new tricks these days. Right, boy?" With that he nudged me with his elbow, causing me to spill a little of my cider, just enough so that his wife had to clean it up before I left.

The air outside was bitter against my warm face. I raged against myself and tore across several blocks. The houses there were small and neat, and I doubted that anyone would know me.

I rang a bell, shifting uneasily as the door opened. Looking down at my feet I said, "Trick or treat!" and then I looked up into the pale, smiling face of my teacher, Mr. Johnson.

"It's chilly this evening," he said. "Do come in and have some cocoa." He poured a cup and motioned me toward a comfortable chair.

I sat down, sipping the hot cocoa and wondering what my teacher would say. But Mr. Johnson, in his kindly way, asked me about football practice and my schoolwork. When I finished the cocoa, he told me it was getting late and that I should be going home. "Thanks for coming over tonight," he said, as I turned to leave.

What would happen the next day in class? I was terrified. Would Mr. Johnson or someone else bring up the subject of Halloween, perhaps reminding me of my scorn?

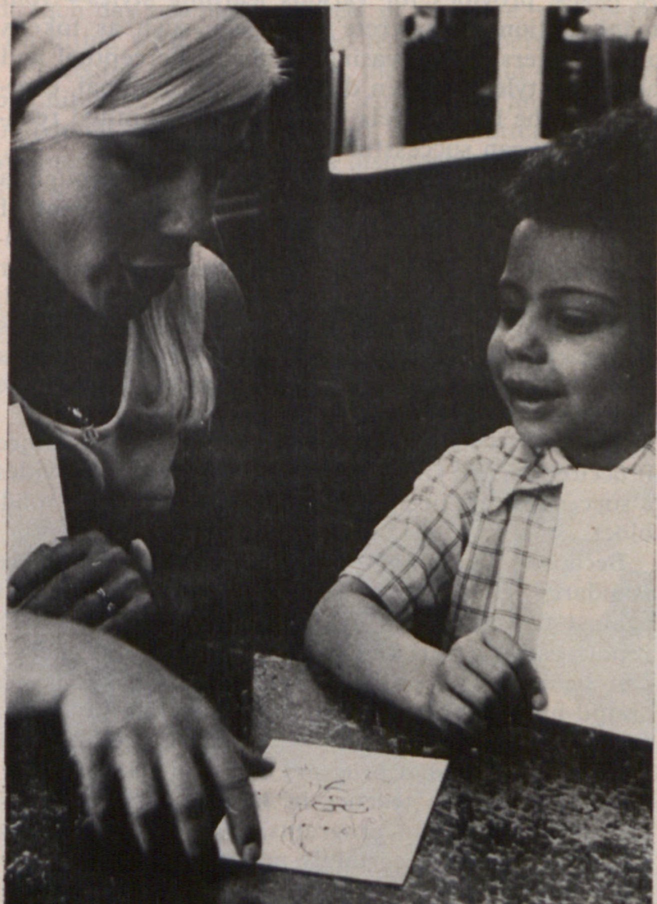
When we walked in, Mr. Johnson gave each one of us an apple and some candy. "I'm lucky enough to have a daughter who goes 'trick and treating' on Halloween," he explained. "For those of you not brave enough to face the night wind and the threat of witches, here is a treat." He smiled and that was that.

Many years later, twelve to be exact, my fourth grade boys were making fun of children who were going out on Halloween. And suddenly I remembered Mr. Philip Johnson and the laugh he never laughed at a vulnerable boy caught "between the times." ☐

This story was a prizewinner in the 1971 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation.

R&D helps kids

E. JOSEPH SCHNEIDER, *executive director, Information Office, Council for Educational Development and Research, Inc., Denver.*



Eight years ago the Office of Education received authority and substantial funds to establish university-based research and development centers. In 1965, additional funds were allocated to open a nationwide system of regional educational laboratories. Together, the R&D institutions were charged with the task of identifying educational problems and then providing solutions for them.

Over the past few years, several of the original centers and laboratories closed as the Office of Education began restricting its funds to the more promising of the fledgling institutions. Today, the remaining 21 institutions (10 research and development centers and 11 regional laboratories) are lean but productive. Last year, in a nationwide competition to identify the most outstanding new educational products, eight of the top nine came from these centers and laboratories.

The products of the institutions cover the gamut of educational needs—simple toys for preschoolers, extensive mathematics curriculums for elementary school children, vocational guidance material for high school students, and management systems for higher education institutions. Some are self-instructional paperbacks; others are multimedia materials that require extensive in-service or preservice training.

What makes the products outstanding and the institutions successful is the research-and-development process they employ.

John K. Hemphill, executive director of the Far West Laboratory for Educational Research and Development, recently authored a paper regarding this development process. Hemphill identifies two types: the *product development* approach and the *change support* approach.

Simply stated, the product development approach creates something. The thing, be it an educational tool or device, produces specified outcomes when used as directed. Hemphill describes the outcome of this approach as "... complete packages that have physical identity." Often, the packages are accompanied by supporting materials, such as manuals of instruction, teacher guides, and training guides.

The other approach, change support, works to modify behavior through intervention. Hemphill explains that this procedure seeks to ". . . improve the group or organizational interaction of people as well as the behavior of the individual educator." Materials, such as training books and teacher guides, often are included, but they are incidental to the development of desirable attitudes, skills, motives, and values of the educators.

The first approach, product development, makes the assumption that teachers can be motivated to seek out and use better materials and procedures and that if and when improved materials become available,

R&D helps kids

(continued)

improvements in education will occur as a result.

"It is important to understand," says Hemphill, "that educational development is not innovation." Schools and teachers, he says, are often made to feel that anything new or different is an improvement over previous practice.

"Educational development can provide alternatives to present practices, which, in many cases, open opportunities for improvement," states Hemphill. "But just because an alternative is available does not necessarily mean it is recommended that it be chosen. Educational development makes intelligent changes possible, but it does not mandate change itself."

The goals of each laboratory or center determine the kinds of products that are developed. Although all the products have in common the intent to emphasize the child rather than the classroom, the various individualized-education products differ in approach, materials, and implementation.

Several of these products already have won acceptance in hundreds of schools throughout the country. For example, the Individually Guided Education (IGE) program from the Wisconsin Research and Development Center for Cognitive Learning is in over 800 elementary schools in 18 states this fall. Last year, the Individually Prescribed Instruction (IPI) mathematics curriculum of Research for Better Schools, Inc., was being used with over 80,000 pupils in 300 schools. And the Individualized Mathematics System (IMS) of the Center for Individualized Instructional Systems is being used this fall by more than 130,000 pupils in 500 schools in 31 states, the District of Columbia, and two foreign countries.

The enthusiasm with which educators are adopting the individualized programs is epitomized by the situation in Rincon, Georgia, a small town in Effingham County located about 22 miles north of Savannah. The population is 2,100, and only about 500 pupils attend school regularly. Nevertheless, the residents are education-minded, and when a PTA committee examined the IMS curriculum, they decided that Rincon schools should have it even though funds were unavailable. Spurred on by the PTA, the town accepted fund raising for IMS as a community project. According to Rincon principal I. J. Roberson, major moneymaking functions included a Lions Club "IMS Shrimp Boil," a PTA "IMS Sweet Shop," and a candy sale by the fourth, fifth, and sixth grade students.

Rincon schools now have IMS, and Principal Roberson says, "The kids are really enthusiastic. And this is the biggest selling point of IMS. The kids used to hate math. Now we can't get them to stop and move on to other subjects. They want to work in IMS all day."

The IMS curriculum, a low-cost, brightly illustrated product, spans kindergarten through the sixth grade. Its developers contend that it provides maximum creativity and flexibility for teachers and pupils and that it does not penalize pupils deficient in reading skills. Diagnostic tests enable the teacher to prescribe the specific topic, level, and skill appropriate for each pupil.

IMS is not a workbook or textbook, but a series of about 6,500 brightly colored, deftly illustrated 8½" x 11" pages. Each page is plastic-laminated. Pupils mark on the plastic with special pencils or pens. When they have completed their work and scored it, they wipe the pages clean. These pages can be reused for at least five years. Mobile storage carts house the entire curriculum, the various tests, and the manipulative devices.

Each skill folder, containing from four to more than 70 pages, provides for various learning styles—from manipulation of concrete materials, such as tokens and counters, to increasingly difficult perceptual and abstract styles. Written directions are minimal, especially at the lower levels, so pupils with limited reading ability can successfully use the materials.

The IMS curriculum moves the pupil through a series of small steps toward the accomplishment of specific, measurable objectives. It represents an uninterrupted sequence into which the child can enter at any point. Testing in IMS is used to aid the pupil, not to categorize him. The placement test determines his starting point (topic and level of difficulty); a pretest determines the particular skills in which he needs instruction within that topic and level.

Frequent testing is an integral part of IMS. Since it occurs at each small step along the way, it provides a success experience rather than a psychological roadblock.

Because IMS is individualized, pupils do not receive standard letter grades measuring their progress against that of others in the class. Instead, the IMS report card—a variation of the pupil profile chart—can be used. Parents receive this form, called a "pupil progress report," four times during the semester. The chart tells parents where their child entered the system and what progress he has made.

The role of the teacher in IMS, as in other individualized education programs, is different from the traditional one but certainly no less important.

According to J. W. Knight, director of the Center for Individualized Instructional Systems, "IMS allows teachers to abandon the lockstep pace of the lecture method and to become prescribers or managers of learning. They spend most of their time working individually with pupils or with small groups—which is what they do best."

All of the major individualizing programs resulting from R&D efforts of the centers and laboratories enhance and enlarge the teacher's responsibilities. And few programs exemplify this more than the IGE program. Each element of the IGE system, whether it be organizational, like the multiunit school, or instructional, like the curriculum programs, contributes to the overall goal of seeing pupils—and teachers—as individuals who learn and teach in different ways.

The multiunit structure replaces the one teacher/one group of children/one classroom pattern with instructional and research units organized around nongrading, multiage grouping, and team teaching.

Units are relatively small but large enough to pool the resources of several teachers. One member of the teaching team serves as unit leader or lead teacher, a new position created by the multiunit structure.

Arline Dobin, a unit leader in Bloomfield (Connecticut) Middle School, perhaps typifies teachers in the IGE role. Last year Ms. Dobin headed a nine-member instructional team responsible for 144 children, five certificated teachers, two interns, and aides with clerical and supervisory duties. Ms. Dobin spent about half of each day teaching; the rest of the time, she spent consulting with students and team members.

Preceding classes each day, the team held 45-minute planning sessions to go over curriculum and discuss individual pupils who needed special attention. On Wednesdays, the school was dismissed about an hour and a half early to give teachers in-service time for discussions of IGE and its relationship to pupils.

Results of the new system were evident to Joseph O'Donnell, Bloomfield's assistant superintendent, soon after IGE was instituted. "It's the happiest bunch of kids I've seen," he said. "Children and teachers look forward to the next school day. And IGE improves our public relations by giving the kinds of results people expect from the schools."

Additional educational planning goes on—in Bloomfield, as well as in all IGE schools—in the Instructional Improvement Committee, a building-wide group of unit leaders and principals that meets weekly. A committee representing principals, unit leaders, and central-office personnel takes a similar role at the system level.

This approach involves a lot of conference time, but teachers in Bloomfield aren't complaining. That's because they are excited and involved, claims O'Donnell. "You don't get the griping. Teachers are happier," he says. "They are in on the decision making, both within teams and in committees."

Another important element in the multiunit school is its emphasis on paraprofessionals. Their contributions, valuable in their own right, also free teachers for more planning and individual diagnostic work with children.

While IGE is a system, it also is a frame of mind, a school-wide outlook. Elaine McGregor, former principal of an IGE school in Racine, Wisconsin, and now an R&D staff member, says: "Think kids. That's the message of IGE. Adopting the system puts the emphasis where it belongs—on planning for and teaching individual kids."

(*Continued on page* 64)

Many teaching techniques coming out of R&D centers are helping experienced and inexperienced teachers alike.

Con Con—the Case For

GENE R. DUCKWORTH, *chairman, NEA Constitutional Convention; NEA director for Michigan; associate professor of speech, Delta College, University Center.*

☐ **Fort Collins draft was adopted 329 to 76.**

Minneapolis draft was adopted 385 to 14.

Atlantic City draft was adopted 4,154 to 2,175.

In November, each member will be asked to ratify the draft adopted by the Representative Assembly in Atlantic City. Your YES vote for ratification is important. It will culminate years of process and thousands of man-hours of study and discussion, as well as signify the investment of nearly a million dollars of dues in organization renewal.

Your YES vote for ratification is a vote for change. This change will relate to these four membership objectives:

1. Basic governance of the Association will be directed by the voice of classroom teachers who constitute over 80 percent of the membership.
2. The governance structure will be revised to promote efficiency that will improve programs and support services.
3. The voice of ethnic minorities will be improved and guaranteed.
4. There will be a unifying, vertical structure applicable to all levels of the organized teaching profession.

Some think this is not the time for the changes and will oppose ratification. I recognize their opposition and points of issue, but continue to advocate ratification. Quoting Ralph Waldo Emerson: "This time, like all times, is a very good time if we but know what to do with it."

Your YES vote will sustain and promote the health and vigor of our Association. Specifically it will assure two major changes sought by the membership—an effective governance structure and a comprehensive membership plan.

Two significant changes which will bring about an effective governance structure are: Reducing the size of the Board of Directors to 30 members and having the Directors elected by the Representative Assembly. The changes reflect the underlying theme of the document—increased accountability to members. Delegates questioned the accountability of the present Executive Committee; felt that the Board, with over 100 members, meeting quarterly, is unwieldly and inefficient in process and that neither states nor locals can exert any meaningful control over either. The proposed Board will decide corporate matters, be elected by the RA on a regional and at-large basis, and meet at least six times a year. In my opinion, no state, regardless of its membership, can ever monopolize the Board. Proportionately structured, the Board will give classroom teachers a controlling voice, but with equity for others. Finally, a hallmark provision mandates at least three meetings a year of at least three Board members and the presidents of the states in each region to assure responsiveness to association needs.

The document reaffirms the Representative Assembly as the policy-making body. It does modify, yet maintain, the one-man/one-vote concept. While limiting the number of delegates elected by state association leadership, it enables all qualified locals to elect delegates. Recognition of critical interdependence was a key factor in building a major portion of state delegations from loyal local members, while giving the local teachers a greater say in the affairs of the Association. Inherent throughout the change of delegation composition is the increased accountability of elected representatives. The success of the changes depends on state and local association recognition of their interdependence.

The second major change was a comprehensive membership plan. The framers of the document had the foresight to provide categories of membership for all people, including staff. The classes and qualifications were updated to fit the requirements of today's school practices, but they eliminate conflicts of interest which tend to act against the best interests of education and of the Association.

Knowing that thoughtful members will see the logic of how a YES vote for ratification will positively give NEA the means of gaining new direction, I cite other changes which do the following:

1. Strengthen the NEA president's office by lengthening the term and giving added responsibilities. Reelection by the Representative Assembly for two additional terms depends on the record of the office holder.
2. Delineate the duties of officers to reduce duplication and conflicts of powers.
3. Improve ethnic-minority representation at all levels of governance—RA, Board, elected officers.
4. Codify standards for all governance affiliates, with additional provisions that such affiliates will have to be responsive to and representative of membership.
5. Separate duties and responsibilities of the chief administrator (an employed executive) from those of the elected leadership.
6. Define the control, implementation, and accounting of finances, including general outlines of the procedures for budgeting, with accountability in handling membership dues.
7. Establish a judicial branch to ensure fairer, more nonpolitical handling of allegations, charges, and disputes.
8. Eliminate existing semiautonomous committees and commissions, etc., but allow the RA to establish groups, as needed, on an ad hoc basis.
9. Continue fair methods of amendment.

Your YES vote will remove the roadblocks that have prevented the Association from becoming what it ought to be—the national voice of education. As I stated earlier, renewal means change. Victor Hugo once said, "Nothing in this world is so powerful as an idea whose time has come."

That time has come. Your vote YES for the ratification of the new NEA Constitution and Bylaws will affirm the action of the delegates to the 1972 Representative Assembly in Atlantic City, who voted their approval by a margin of nearly 2 to 1. ☐

Con Con—the Case Against

RAYMOND W. ROSSOMANDO, *immediate past president, Connecticut Education Association; science teacher, Madison Junior High School, Trumbull.*

☐ **The Con Con document as proposed for ratification** must be DEFEATED because provisions built into it would destroy NEA as a force representing *all* education at *all* three levels—local, state, and national. It would breed division rather than unity, encourage disorder and conflict, and diminish autonomy at the local and state level. It is a step backward because it proposes "taxation without representation" and government by the few; favors one member over another; perpetuates the president in office for a very long period and possibly for life; adopts a "union type" structure which eliminates direct membership representation; and weakens the state organization at a time when it obviously needs to become stronger as funding and negotiations become a state function.

Because space limitations do not permit detailed analysis of each article in the proposed Constitution, I will analyze some, highlight some, and omit others.

1. Composition of the Board of Directors—Admittedly, the current Board of Directors is too large. The Con Con solution is to have a small board of 30 that would include the three elected officers, all elected by the NEA Representative Assembly, instead of by members within the states. Each individual state affiliate would lose its direct voice on the NEA Board, while its members in effect would pay taxes (dues) without direct representation. A compromise was proposed at the 1972 Representative Assembly, but it was narrowly defeated. (Constitution, Article V; Bylaws, Article 5)

2. Representative Assembly Allocation—While seemingly favoring control by local associations, the document increases the minimum local requirement to 76 members, thereby virtually disenfranchising an overwhelming number of members who belong to small locals. The Representative Assembly would have 8,500-9,500 delegates with more than half coming from a relatively small number of large local associations. State representation is very limited. Some members are represented while others are not. This is not democratic. (Bylaws, Article 3, Sections 3-1a and 3-1b)

3. Presidential Term of Office—The document increases the president's term of office to two years, which seems good. However, allowing three consecutive terms could result in a president's being concerned with retaining power rather than solving problems—a pattern reflected by some unions already. There is no assurance that the Constitution cannot be changed to a life term by such a powerful figure. (Constitution, Article IV, Section 3C)

4. Affiliation Requirement for Local and State Organizations—Some proposals in the document were, in reality, attempts to solve problems that exist in some local and/or state organizations. The net result is that the document may cause many more problems than it purports to solve. It sets standards for affiliation which, in fact, impose restrictions on both state and local associations by—

a. dictating, in effect, to both the state and local associations who may serve on their committees, commissions, boards, etc., and who may represent them in the Representative Assembly.

b. restricting freedom of choice for voting by setting up requirements for proportional representation.

c. mandating without option that local and state associations have the same fiscal and membership year as NEA.

d. determining which local associations the state must affiliate rather than having that determination made first by the membership within the state. (Constitution, Article VII; Bylaws, Article 7, Sections 7-7, 7-9, 7-11)

5. Judicial Board—There is no objection to the concept. However, this proposal provides this board with unlimited judicial authority. Although the board has the power to impeach the president, the members are appointed by the president and could become a rubber stamp. (Constitution, Article VII; Bylaws, Article 6)

6. Membership—In the membership section, some locals must hold an election to determine membership categories while others do not—an obvious inequity. (Bylaws, Article 2, Section 3a)

Conclusion—Con Con was a great idea. NEA needed change. NEA needed to be streamlined, to relate more closely with its members, to change its governance structure in order to bring about efficiency and accountability, and to develop a single strong voice. But the Con Con document did not produce the desired results.

The allocation of delegates to Con Con was such that it encouraged "power" group activity. Even prior to Con Con's first meeting, each group met, entrenched itself, and prepared for the sole purpose of preserving its own special interest. These actions continued not only at Con Con but extended into the 1972 NEA Representative Assembly. Neither having had the opportunity nor the funds to meet prior to Con Con, the at-large delegates representing the grass roots NEA members could not develop any acceptable program to bring about this change.

Many substantive proposals were passed or defeated at Con Con by a very small majority, sometimes as low as one vote. Each proposal became a critical issue and the votes on each one indicative of the split that has occurred. The same problem permeated the NEA Representative Assembly, where the Con Con Document brought about the same division. In no way can the final vote on the document (4,154 for to 2,175 against) be used to indicate approval. This vote, as any delegate can tell you, was the result of a fear that the Con Con Document would be amended so that it would be ratified at Atlantic City without ever getting to the members.

The document can no longer be changed prior to the membership vote. You can only accept or reject the entire document. The decision is now yours—NEA—voice of members from all the states or voice of members from the few remaining states. This is really what you are voting on.

A YES vote divides—a NO vote unites.

THE CON CON DOCUMENT MUST BE DEFEATED. VOTE NO! ☐

MAJOR-PARTY PLATFORMS ON EDUCATION

FROM THE DEMOCRATIC PARTY PLATFORM

☐ **"The American people want overwhelmingly to give to our children and adults equitable educational opportunities of the highest possible quality, *not* predicated on race, *not* predicated on past social accomplishments or wealth, except in a compensatory way to those who have been deprived in the past."**—Governor Jimmy Carter [of Georgia], Atlanta Hearing, June 9, 1972.

Our schools are failing our children. Never more than now, have we needed the schools to play their traditional role—to create a sense of national unity and to reconcile ethnic, religious, and racial conflicts. Yet the Nixon Administration—by ignoring the plight of the nation's schools, by twice vetoing funds for education—has contributed to this failure.

America in the 1970's requires something the world has never seen: masses of educated people—educated to feel and to act, as well as to think. The children who enter school next fall still will be in the labor force in the year 2030; we cannot even imagine what American society will be like then, let alone what specific jobs they may hold. For them, education must be done by teaching them how to learn, how to apply man's wisdom to new problems as they arise, and how to recognize new problems as they arise. Education must prepare students not just to earn a living but to live a life—a creative, humane, and sensitive life.

School finance

Achieving educational excellence requires adequate financial support. But today local property taxes—which do not keep pace with inflation—can no longer support educational needs. Continued reliance on this revenue source imposes needless hardship on the American family without supplying the means for good schools. At the same time, the Nixon recession has sapped the resources of state government, and the Administration's insensitivity to school children has meant inadequate federal expenditures in education.

The next Democratic Administration should:

Support equalization in spending among school districts. We support

FROM THE REPUBLICAN PARTY PLATFORM

☐ **We take pride in our leadership** these last four years in lifting both quality and equality in American education—from preschool to graduate school—working toward higher standards than ever before.

Our two most pressing needs in the 1970's are the provision of quality education for all children and equitable financing of steadily rising costs. We pledge our best efforts to deal effectively with both.

Months ago President Nixon sent Congress a two-part comprehensive proposal on school busing. The first is the Student Transportation Moratorium Act of 1972—legislation to halt immediately all further court-ordered busing and give Congress time to devise permanent new arrangements for assuring desegregated, quality education.

The details of such arrangements are spelled out in a companion bill, the Equal Educational Opportunities Act. This measure would—

Provide $2.5 billion in federal aid funds to help promote quality education while preserving neighborhood schools.

Accord equal educational opportunities to all children.

Include an educational bill of rights for Spanish-speaking people, American Indians, and others who face special language problems in schools.

Offer, for the first time, a real chance for good schooling for the hundreds of thousands of children who live in urban centers.

Assure that the people's elected representatives in Congress play their proper role in developing specific methods for protecting the rights guaranteed by the 14th Amendment, rather than leaving this task to judges appointed for life.

We are committed to guaranteeing equality of educational opportunity and to completing the process of ending de jure segregation.

At the same time, we are irrevocably opposed to busing for racial balance. Such busing fails its stated objective—improved learning opportunities—while it achieves results no one wants—division within communities and hostility between classes and races. We regard it as unnecessary, counterproductive, and wrong.

court decisions holding unconstitutional the disparities in school expenditures produced by dependence on local property taxes. We pledge equality of spending as a way to improve schools and to assure equality of access to good education for all children.

Increase federal financial aid for elementary and secondary education to enhance achievement of quality education anywhere, and by fully funding the programs passed by the Congress and by fully funding ESEA Title I;

Step up efforts to meet the special needs and costs of educationally disadvantaged children handicapped by poverty, disability, or non-English-speaking family background;

Channel financial aid by a Constitutional formula to children in non-public schools;

Support suburban-urban cooperation in education to share resources and expenses;

Develop and implement the retraining of displaced black and other minority teachers affected by desegregation; and

Continue with full federal funding the breakfast and lunch programs for all children and the development of other programs to combat hunger.

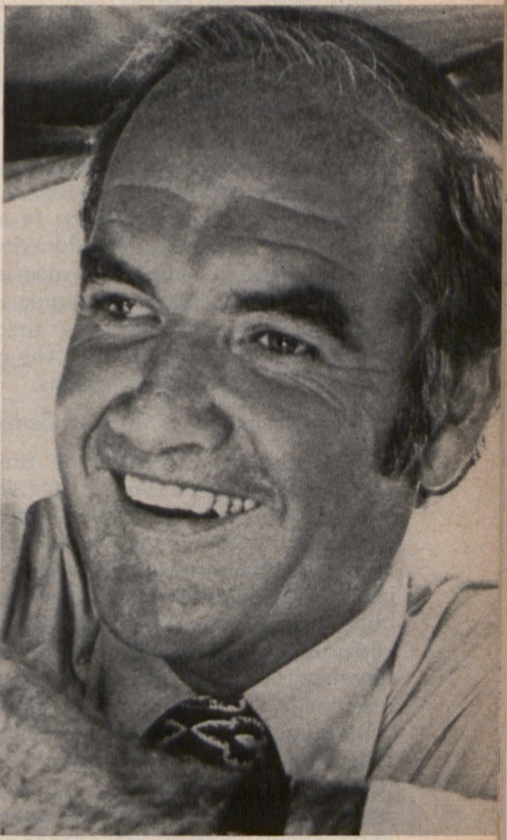
Early childhood education

Our youngest children are most ignored by national policy and most harshly treated by the Nixon Administration. President Nixon's cruel, irresponsible veto of the Comprehensive Child Development Act of 1971 indicates dramatically the real values of the present Administration.

That legislation struck down by President Nixon remains the best program to bring support to family units threatened by economic and social pressures; to eliminate educational handicaps which leave disadvantaged children unable to compete in school; to prevent early childhood disease before it results in adult disability; to interrupt the painful, destructive cycle of welfare dependence; and, most important, to allow all children happy lives as children and the opportunity to develop their full potential.

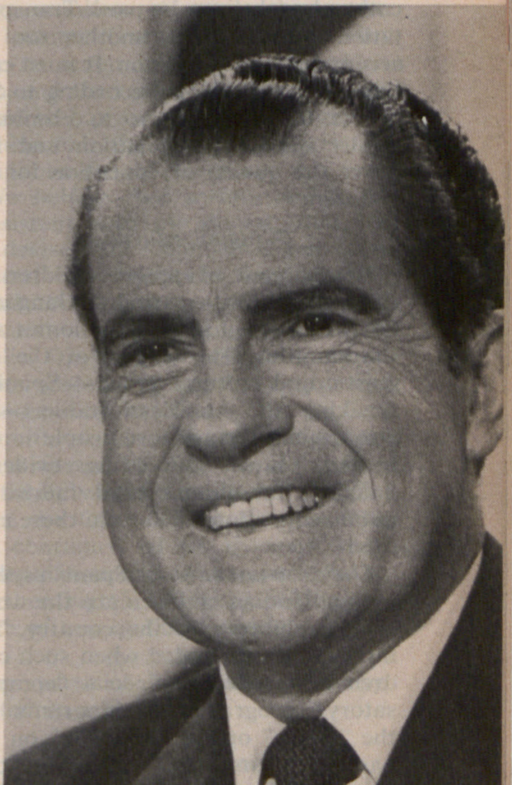
We support legislation for positive and preventive approaches to early childhood education. These ap-

(*Continued on page* 44)



GEORGE S. McGOVERN

RICHARD M. NIXON



We favor better education for all children, not more transportation for some children. We favor the neighborhood school concept. We favor the decisive actions the President has proposed to support these ends. If it is necessary to accomplish these purposes, we would favor consideration of an appropriate amendment to the Constitution.

In the field of school finance, we favor a coordinated effort among all levels of government to break the pattern of excessive reliance on local property taxes to pay educational costs.

Our nation's intellectual resources are remarkable for their strength and public availability. American intellectuals have at least two important historical roles of which we are deeply conscious. One is to inform the public, the other to assist government by thoughtful criticism and consultation. We affirm our confidence in these functions and especially in the free play of ideas and discourse which they imply.

We cherish the nation's universities as centers of learning, as conservers of our culture, and as analysts of our society and its institutions. We will continue to strive to assure their economic well-being. The financial aid we have given and will continue to give in the form of funds for scholarships, research, building programs, and new teaching methods must never be used as a device for imposing political controls on our schools.

We believe that universities should be centers of excellence—that they should recruit faculty on the basis of ability to teach and admit students on the basis of ability to learn. Yet, excellence can be too narrowly confined—abilities overlooked, and social conformity mistaken for educational preparation.

We pledge continued support of collegiate and university efforts to ensure that no group in our society—racial, economic, sexual, or regional—is denied access to the opportunities of higher education.

Our efforts to remedy ancient neglect of disadvantaged groups will continue in universities as well as in society at large, but we distinguish

(*Continued on page* 45)

proaches should be designed to help eliminate educational handicaps before they require remedial treatment. A Democratic President will support and sign a program for universal comprehensive child development.

We should give reality to the right of mentally retarded children to adequate health care and educational opportunities through such measures as including necessary care under national health insurance and federal aid to assure an opportunity for education for all retarded persons.

Equal access to quality education

The Supreme Court of the United States in *Brown v. Board of Education* established the Constitutional principle that states may not discriminate between school children on the basis of their race and that separate but equal has no place in our public education system. Eighteen years later the provision of integration is not a reality.

We support the goal of desegregation as a means to achieve equal access to quality education for all our children. There are many ways to desegregate schools: School attendance lines may be redrawn; schools may be paired; larger physical facilities may be built to serve larger, more diverse enrollments; magnet schools or educational parks may be used. Transportation of students is another tool to accomplish desegregation. It must continue to be available according to Supreme Court decisions to eliminate legally imposed segregation and improve the quality of education for all children.

Bilingual education

Ten percent of school children in the United States speak a language other than English in their homes and communities. The largest of the linguistic and cultural groups—Spanish-speaking and American Indians—are also among the poorest people in the United States. Increasing evidence indicates an almost total failure of public education to educate these children.

The drop-out rates of Spanish-speaking and Indian children are the worst of any children in the country. The injury is compounded when such children are placed in special "compensatory" programs or programs for the "dumb" or the "retarded" on the basis of tests and evaluations conducted in English.

The passage of the Bilingual Education Act of 1967 began a commitment by the nation to do something about the injustices committed against the bilingual child. But for 1972-73, Congress appropriated $35 million—enough to serve only 2 percent of the children who need help.

The next Democratic Administration should:

Increase federal support for bilingual-bicultural educational programs, preschool through secondary school, including funding of bilingual Adult Basic Education;

Ensure sufficient teacher training and curriculum development for such schools;

Implement an affirmative action program to train and to hire bilingual-bicultural Spanish-speaking persons at all levels in the educational system;

Provide inventories for state and local districts to initiate bilingual-bicultural education programs;

Require testing of bilingual-bicultural children in their own languages; and

Prohibit discrimination against bilingual-bicultural children in school.

Career education

Academic accomplishment is not the only way to financial success, job satisfaction, or rewarding life in America. Many young Americans think that college is the only viable route, when for some a vocational-technical career offers as much promise of a full life. Moreover, the country desperately needs skilled workers, technicians, men and women who understand and can handle the tools and equipment that mean growth and jobs. By 1975 the need for skilled craftsmen will increase 18 percent while the need for college-trained persons will remain stable.

Young people should be permitted to make a career choice consistent with their interests, aptitudes, and aspirations. We must create an atmosphere where the dignity of work is respected, where diversity of talent and taste is encouraged, and where continuing opportunity exists to keep pace with change and gives a salable skill.

To aid this, the next Democratic Administration can:

Give vocational-technical education the same priority in funds and emphasis previously given academic education;

Support full appropriations for the recently passed Occupational Education Act;

Strengthen the career counseling programs in elementary, secondary, and postsecondary education so that young people are made aware of all of the opportunities open to them and provide special kinds of vocational-technical education and experience to meet specific area needs;

Develop and promote a climate conducive to free, rational choice by young people, dispelling the current prejudices that influence career decisions for most young people almost from birth;

Establish a lifetime system of continuing education to enhance career mobility, both vertically and laterally, so that the career choice made at 18 or 20 years of age does not have to be the only or the final choice; and

Grant equal representation to minorities and women in vocational-technical education.

Higher education

We support universal access to opportunities for postsecondary education. The American education system has always been an important path toward social and economic advancement. Federal education policy should ensure that our colleges and universities continue as an open system. It must also stimulate the creative development and expansion of higher education to meet the new social, economic, and environmental problems confronting society. To achieve the goals of equal opportunity in education, to meet the growing financial crisis in higher education, and to stimulate reform of educational techniques, the next Democratic Administration should:

Support guaranteed access for all students to loan funds with long-term repayment based on future earnings. Not only the poor, but families with moderate incomes must be provided relief from the cost of a college and professional education;

Grant supplements and contingent loans to institutions, based on enrollment of federally aided students;

Provide research funds to stimulate a partnership between postsecondary, secondary, and primary education, in an effort to find new patterns for learning and to provide training and retraining of teachers, especially in urban areas;

Develop broad opportunities for lifelong learning including encouragement for postsecondary education throughout adult years and permit "stopping-off" during higher education;

Develop affirmative programs in universities and colleges for recruitment of minorities and women for administrative and teaching positions and as students; and

Create incentives for nontraditional education which recognize the contribution of experience to an individual's educational status.

Arts and humanities

Support for the arts and humanities is one of the benchmarks of a civilized society. Yet, the continued existence of many of America's great symphonies, theaters, and museums, our film institutes, dance companies, and other art forms, is now threatened by rising costs, and the public contribution, far less than in most advanced industrial societies, is a fraction of the need.

We should expand support of the arts and humanities by direct grants through the National Foundation for the Arts and Humanities, whose policy should be to stimulate the widest variety of artistic and scholarly expression.

We should support long-range financing for public broadcasting, insulated from political pressures. We deplore the Nixon Administration's crude efforts to starve and muzzle public broadcasting, which has become a vital supplement to commercial television.

Other parts of Democratic Platform related to education:

Property tax

Greater fairness in taxation at the federal level will have little meaning for the vast majority of American households if the burden of inequit-

(*Continued on page* 46)

REPUBLICAN PLATFORM *(cont.)*

between such efforts and quotas. We believe the imposition of arbitrary quotas in the hiring of faculties or the enrollment of students has no place in our universities; we believe quotas strike at the excellence of the university.

We recognize that the public should have access to the most rational and most effective kinds of education. Vocational training should be available to both young and old. We emphasize the importance of continuing education, of trades and technologies, and of all the honorable vocations which provide the society with its basic necessities. Such training must complement our more traditional forms of education; it will relieve the pressures on our universities and help us adapt to the rapid pace of technological change. Perhaps most important, it will help to restore a public sense of importance to these essential jobs and trades.

Moreover, we believe our educational system should not instruct in a vacuum, unmindful that the students ultimately will engage in a career. Our institutions of learning, from earliest years to graduate schools, can perform a vital function by coupling an awareness of the world of work to the delivery of fundamental education. We believe this kind of career education, blended into our school curriculums, can help to prevent the aimlessness and frustration now experienced by large numbers of young people who leave the education system unable to cope with today's complex society.

In recognizing the fundamental necessity for quality education of all children, including the exceptional child, we recommend research and assistance in programs directed to the problems of dyslectic and hyperkinetic children who represent an estimated 10 percent of the school population.

By every measure, our record in the field of education is exceptionally strong. The United States Office of Education is operating this year under its highest budget ever—some $5.1 billion. Federal aid to elementary and secondary education has increased 60 percent over the past four years. Federal aid for college students has more than tripled.

We are proud of these accomplishments. We pledge to carry them forward in a manner consistent with our conviction that the federal government should assist but never control the educational process. But we also believe that the output of results, not the input of dollars, is the best yardstick of effectiveness in education. When this Administration took office in 1969, it found American schools deficient at many points. Our reform initiatives have included—

An Office of Child Development to coordinate all federal programs targeted on the first five years of life and to make the Head Start Program work better.

A Right To Read Program aimed at massive gains in reading ability among Americans of all ages.

A Career Education curriculum which will help to prepare students for the world of work.

A National Institute of Education to be a center for research on the learning process.

A proposed National Foundation for Higher Education.

We have also proposed grant and loan programs to support a national commitment that no qualified student should be barred from college by lack of money. The Education Amendment of 1972 embodied substantial portions of that proposal and marked the nation's most far-reaching commitment to make higher education available to all.

Our nonpublic schools, both church-oriented and nonsectarian, have been our special concern. The President has emphasized the indispensable role these schools play in our educational system—from the standpoints of the large numbers of pupils they serve, the competition and diversity they help to maintain in American education, and the values they help to teach —and he has stated his determination to help halt the accelerating trend of nonpublic school closures.

We believe that means which are consistent with the Constitution can be devised for channeling public financial aid to support the education of all children in the school of their parents' choice, nonpublic as well as public. One way to provide such aid appears to be through the granting of income tax credits.

For the future, we also pledge Special Revenue Sharing for Education, continued work to develop and implement the Career Education concept, and continued efforts to establish a student financial aid system to bring together higher education within the reach of any qualified person.

Other parts of Republican Platform related to education:

De jure segregation

Through our efforts de jure segre-

(*Continued on page* 46)

DEMOCRATIC PLATFORM *(cont.)*

able local taxation is not reduced. To reduce the local property tax for all American families, we support equalization of school spending and substantial increases in the federal share of education costs and general revenue sharing.

New forms of federal financial assistance to states and localities should be made contingent upon property tax reforms, including equal treatment and full publication of assessment ratios.

Collective bargaining

New legislation is needed to ensure:

Collective bargaining rights for government employees.

Rights of children

One measure of a nation's greatness is the care it manifests for all of its children. The Nixon Administration has demonstrated a callous attitude toward children repeatedly, through veto and administrative decisions. We, therefore, call for a reordering of priorities at all levels of American society so that children, our most precious resource, and families come first.

To that end, we call for: The federal government to fund comprehensive developmental child care programs that will be family-centered, locally controlled, and universally available. These programs should provide for active participation of all family members in the development and implementation of the program. Health, social service, and early childhood education should be part of these programs, as well as a variety of options most appropriate to their needs. Child care is a supplement, not a substitute, for the family.

Rights of women

Women historically have been denied a full voice in the evolution of the political and social institutions of this country and are therefore allied with all under-represented groups in a common desire to form a more humane and compassionate society. The Democratic Party pledges the following:

A priority effort to ratify the Equal Rights Amendment;

Elimination of discrimination against women in public accommodations and public facilities, public education in all federally assisted programs and federally contracted employment;

Extension of the jurisdiction of the Civil Rights Commission to include denial of civil rights on the basis of sex;

Full enforcement of all federal statutes and executive laws barring job discrimination on the basis of sex, giving the Equal Employment Opportunities Commission adequate staff and resources and power to issue cease-and-desist orders promptly;

Extension of the Equal Pay Act to all workers, with amendment to read "equal pay for comparable work." □

Pensions

That workers covered under private pension plans actually receive the personal and other fringe benefits to which their services for their employer entitle them. This requires that the fixed right to benefits starts early in employment, that reserves move with the worker from job to job, and that reinsurance protection be given pension plans.

REPUBLICAN PLATFORM *(cont.)*

gation is virtually ended. We pledge continuation of these efforts until no American school child suffers educational deprivation because of the color of his skin or the language he speaks and all school children are receiving high quality education. In pursuit of this goal, we have proposed $2.5 billion of federal aid to school districts to improve educational opportunities and build facilities for disadvantaged children. Further to assure minority progress, we have provided more support to predominantly black colleges than ever before—twice the amount being spent when President Nixon took office.

Pensions

We will continue to press for improved pension vesting and other statutory protections to assure that Americans will not lose their hard-earned retirement incomes.

Cultural diversity

The cultural diversity of America's heritage groups has always been a source of strength for our society and our Party. We reaffirm our commitment to the basic American values which have made this nation the land of opportunity for these groups, originating from all sectors of the world, from Asia to Africa to Europe to Latin America. We will continue our Party's open-door policy and work to assure all minorities full opportunity for participation in the political process. We pledge vigorous support of the Bilingual Act and the Ethnic Studies Heritage Act.

Women's rights

To continue progress for women's rights, we will work toward:

—Ratification of the Equal Rights Amendment.

—Appointment of women to highest level positions in the federal government, including the Cabinet and the Supreme Court.

—Equal pay for equal work.

—Elimination of discrimination against women at all levels in federal government.

—Elimination of discrimination against women in the criminal justice system, in sentencing, rehabilitation, and prison facilities.

Child care

We believe the primary responsibility for a child's care and upbringing lies with the family. However, we recognize that for economic and many other reasons many parents require assistance in the care of their children.

To help meet this need, we favor the development of publicly or privately run, voluntary, comprehensive, quality day care services, locally controlled but federally assisted, with the requirement that the recipients of these services will pay their fair share of the costs according to their ability. □

◆ *For comment and analysis on the party platforms and for additional information on the November election, see the current issue of the* NEA Reporter.

Bill Cosby's Number-One Teacher

—also numbers two and three

☐ **"I used to tell my students that education is a** 20-story building," Mary Forchic Nagle, winner of the 1972 Golden Key Award, said during a recent interview conducted in the *Today's Education* office. "If you make it up to the eighteenth floor, or even the fifth floor, that's great. But don't set your sights too low; you have to at least get out of the basement."

Mrs. Nagle's efforts to help students on their way to the top of "the education building" made a lasting impression on fifth and sixth graders at the Wister School in a North Philadelphia ghetto. Early this year, comedian Bill Cosby, who was one of her pupils during the late 1940's, chose her as the teacher who did most to mold his life. The two received Golden Key Awards at the 1972 convention of the American Association of School Administrators. The ceremony was another in a series of annual presentations honoring an outstanding American and his favorite teacher.

Mr. Cosby admits he had little trouble making his choice, for there was only one name on his list—Miss Mary Forchic. "When you ask me who's number one," he says, "she comes to mind. Who's number two? It's her picture again. Who's number three? Again, it's her picture. I'm not saying my other teachers were bad, but I will say that this woman *did*—as hard-headed as I am—try to straighten me out. This particular teacher cared about *us*."

Bill Cosby recalls how his teacher often came to school at 6:30 in the morning, carrying a shopping bag full of hats she had crocheted for her pupils and food for hungry children in her class. After school, she often treated a group of youngsters at the corner drugstore.

"I was in the fifth grade and 11 or 12 years old before I saw downtown Philadelphia," Mr. Cosby remembers. The event took place when Miss Forchic took him to see a movie featuring Doris Day and Rock Hudson at a downtown theater.

"I was *so happy* to be downtown!" Mr. Cosby says. "After the movie, my teacher took me to dinner and then she rode me home in a taxicab. This was a big thing because in my neighborhood—if you rode in a taxicab something bad or something wonderful had happened to you."

Mr. Cosby recalls that his teacher sometimes "barked orders like a drill sergeant." But her students loved school because she built on topics which were interesting and meaningful to young people and because she was able to make each child feel important. As Bill Cosby puts it, "She laid it on us about pride, man."

Mary Forchic Nagle has now retired from teaching, but she still does volunteer work in the Washington, DC, schools and is always ready to tutor a child who needs help. (She still crochets hats for needy young people, too.) With just a little encouragement, Mrs. Nagle began reminiscing about her experiences at Wister School, talked about what schools can do for inner-city children, and offered some advice for beginning teachers. First, however, she stated one of her favorite theories.

"Every child is interested in something," Mrs. Nagle began. "The teacher's job is to find out what that something is. If it's baseball or football, for example, you can build math around that."

Mrs. Nagle is convinced that teachers can help children in any community to look the world in the eye and say, "I'm going to amount to something!" Every child has interests; every child can make a contribution. He can be just about anything he wants to be —if he wants it badly enough. But he must acquire pride and self-confidence.

"Just suppose a child is six years old and all he has heard during his life are people calling him names and making unkind remarks. No matter what he does, nobody likes him. I think that child shuts out part of the world. As a result, it's more difficult for the teacher to reach him."

With a smile, Mrs. Nagle recalled how she reached her pupils at Wister School, many of whom were poor and black, and how she worked to develop pride and self-respect in her young charges. Her instructions were frank and to the point, always adding up to the fact that she expected them to be "the best human beings possible."

"People look at you and get a first impression," she told her class. "So, shine your shoes and be presentable. Smile and be pleasant.

"When you speak, people get a second impression. So, we're going to work on speech in this class. Now, about the way you carry yourselves," she continued. "I like to slouch, too; it's hard to stand up straight. But we're going to stand up straight and walk proudly.

"Someday you will be looking for a job, and you'll have to write so others can read it. So, we're going to work on writing in this class, too," she informed her students.

When a pupil turned in a messy paper, Mrs. Nagle told him, "I'll accept this if you tell me it's the best you can do." Usually, the student asked to do his work over again.

Mrs. Nagle admitted that her invitation to parents to visit school anytime they chose didn't always set well with her principals. "I guess I was an innovator—ahead of my time and in the wrong era," she noted. "But I do believe every day is education day, and I told my students their parents could visit whenever they liked because this is a free classroom."

Mrs. Nagle also made a point of visiting the home of each of her pupils. Very often her request to visit was given to the student with the information, "I'll bring some dessert."

"Children living in the inner city today have many big problems," Mrs. Nagle stressed. "When children have to be concerned about what they will eat if the welfare check doesn't come, one wonders what the school can do for them. Their lives are so flimsy."

She emphasized, however, that the school *can* provide structure and stability. "Children need to come to school each day knowing that their teacher will be there. They need to come back in September and see basically the same faculty. The school must provide security for children whose lives are at loose ends."

Today's young people have more in common than ever before. No matter where they live, in slum or suburb, they see the same news programs and the same shows on television.

"We live in critical times. Children don't need a bowl of goldfish in the classroom to have a common experience. For example, they are hungry and they need things. Now that *is* a common experience. Teachers should talk to students as if they're living in the 1970's—not in another era."

Mrs. Nagle stressed her belief that all parents are concerned about their children's progress. Some people, though, say all the incentive must come from the home. "Well, if that were true," she said, "we'd all still be living in caves; some of us wouldn't have made it. We can't expect the home to do everything if it's so desolate that it can't."

The teacher must give parents hope—the hope that their children will succeed. The parent will believe the teacher's appraisal, Mrs. Nagle noted, so if a teacher keeps pointing to the pupil's mistakes ("He turns in terrible papers; he doesn't speak correctly"), the parent will feel his child is already doomed to failure.

A teacher who has respect for his craft will walk into the classroom with this thought in mind: "Suppose my own child were sitting here. Would what I'm doing be good enough for him?"

The teacher's *most* important task, perhaps, is to teach children to get along together. "I always insisted on having a little space between individual students," Mrs. Nagle pointed out. "If I couldn't walk between two of my pupils I would tell them, 'You're too close together. Have you seen the sign which tells you to keep off the grass? Well, a person's body is also private property. Don't put your hands on anybody without permission. Respect his person.' "

Mrs. Nagle recalled that she also told her students that it takes only one small bullet to snuff out the life of the toughest prizefighter. "So, don't try to fight everyone there is. It's easy to shove someone around, but you're not going to be that kind of person. Anyway, where will you find a job pushing people around?"

Mrs. Nagle does not underestimate the difficulty in teaching young people to respect each other and to get along well together. She labeled this task "a science."

Advice to beginning teachers? Mrs. Nagle's answer is to the point.

"The beginning teacher must learn understatement—he's apt to overreact. So, talk less. Speak quietly. Listen to the children. Plan your lessons carefully; you know, kids can tell when you've run out of steam and are just drifting along. Never belittle anything the child says or embarrass him in front of his peers. Instead, help each student to shine in his group."

Children want to look nice, and they appreciate the teacher who looks nice. "So, if you're a lady teacher, wear some jewelry and perfume," Mrs. Nagle suggested. "Make something of the children's birthdays—sing a song or serve some cupcakes. This may be the only recognition of his special day the young person receives. And always—*always*—make your students feel that you care and that you believe they will succeed."

—Hazel L. Eldridge.

The Open Examination

—not a trap to reveal students' inadequacies but rather an opportunity for them to discover and reveal how much they know.

VIRGINIA R. MOLLENKOTT, *associate professor of English, William Paterson College of New Jersey, Wayne.*

☐ **Opponents of final examinations point to the** futility of cramming, the pressures of taking tests, and the insult to human dignity when the Authority Figure asks students simply to regurgitate what he has told them. And these critics are absolutely right.

On the other hand, supporters of final examinations point to the importance of students' synthesizing concepts and thus gaining an overview of the semester's work. The process of mastering a body of significant knowledge, they argue, is the essence of education. They, too, are absolutely right.

But final exams which actually do what their proponents claim they should—without causing the damage their opponents complain about—are few and far between. I propose a solution which may with some logic be termed the open examination—and may be applicable at the high school level as well as the college level.

The open examination rests on the premise that a test is not a trap to reveal students' inadequacies but rather an opportunity for them to discover and reveal how much they know. Consequently, the examination provides them with several choices.

The first choice is whether to take the examination with text and notebook open or closed. Students who opt to take an open-book exam should know that in evaluating their papers the instructor will stress precision, organization, and an understanding of the details available to them. In contrast, those who opt for the closed-book exam should know that the instructor will not expect as much detail in their papers. The instructor should encourage students who are impatient with memorization but quick at organizing and interpreting data to take the open-book option and those whose power of memory exceeds their ability to handle sources with rapid dexterity to take the closed-book option.

Immediately after the instructor hands out the exam and reads it aloud, students who decide on the open-book test should move to the back of the room where they can spread out their materials and work comfortably. At that time, the instructor should mark "open book" on their test booklets.

The option of switching to an open-book experience should be available throughout the exam. If students who opted for the closed-book exam decide they might do better with their books open, they can have their booklets so marked and then move to the back of the room. Of course, the students understand that no matter when they decide on taking the open-book test, the instructor will judge the entire exam on an open-book basis.

The second type of choice offered by the open examination involves freedom to select from several questions. Choosing two essays out of five or three out of seven or eight seems to be a comfortable margin—but only if the questions themselves are expansive and challenging rather than stultifying. In a course in seventeenth century English literature, for instance, the question should *not* be "List the characteristics of Sir Thomas Browne's prose style"—especially if these characteristics have been discussed in class—but rather one that allows the imagination and judgment a little play, such as "Had Sir Thomas Browne opted to write poetry rather than prose, which of the following poets do you think he would have resembled most: John Donne, Robert Herrick, or Sir John Suckling? Explain your choice."

A question of this sort challenges students to rethink much of what they know about the interests, the spirit, the style, and the total ambience of the authors in mind. There is no canned answer. In answering this question, students must *use* what they know in a new combination, and the evaluation of their answers will hinge more on the quality of the reasons they give for their choice than on the choice itself.

Instead of asking questions which require routine, cut-and-dried definitions of terms, why not pose ones which require the use of those terms? Not "Define and illustrate *paradox,*" but "Point out the uses and purposes of *paradox* in the following poem" (with the text of, say, Henry Vaughan's "Peace" or Edmund Waller's "Of the Last Verses in the Book"). And a good way to spotlight writing technique is to ask students to analyze the different approaches authors take to similar topics, such as the problems of growing old or the nature of love or man's relationship to the natural world.

Short-answer, fill-in-the-blank, true-or-false, matching, or multiple choice questions have no place in the open examination. These do not allow students to develop a topic in a manner interesting and relevant to them or to express themselves using their own diction, imagery, sentence structure, and organizational method.

Those who choose the closed-book exam in preference to the open-book one are allowed another important option—that of substituting questions of their own for any or all of the instructor's questions. To do so, they write a thesis statement concerning some aspect of the course and then support it with information. Should these students decide to construct their whole exam, they would write and prove three theses if the professor had called for three essays, four if four were required, and so on. The only stipulation would be that their thesis statements cover a cross section of the semester's work.

Those who prove their own thesis statements should also understand that the instructor will expect greater precision in their answers than in those from students who do the instructor-prepared questions, because those who prepared their own questions did not have to reorganize their ideas to fit the frame of reference of the professor's questions.

The advantage of allowing students to create their own questions is that they have the opportunity to present the course materials in a manner meaningful for themselves and to express the insights they have gained in the subject.

Students who opt for the open-book exam at any time during the test should not be permitted to develop their own questions, since this practice might encourage some to bring fully written exam answers to class.

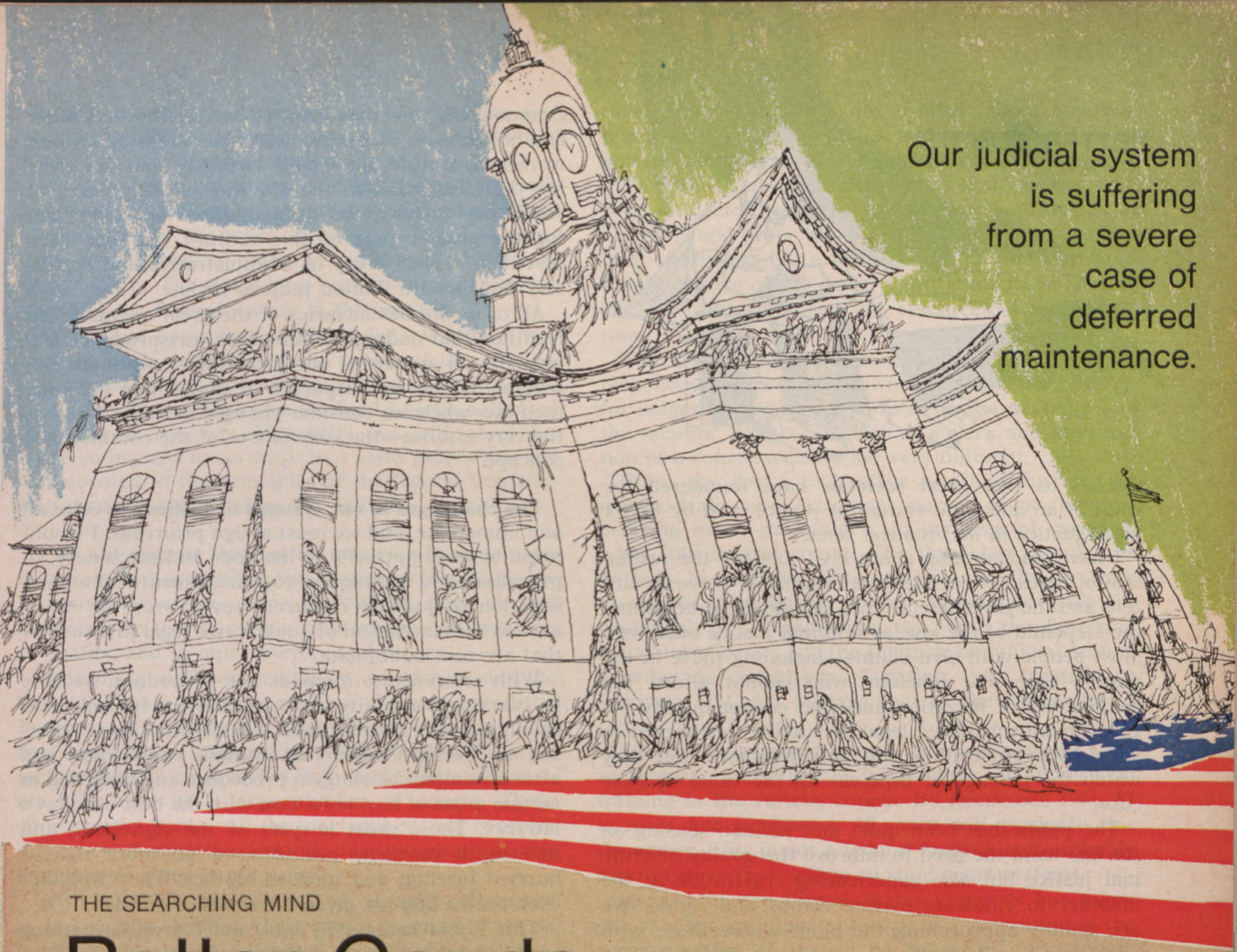
The instructor who uses the open examination should tell students well in advance of the exam what their options will be and encourage them to bring texts and notebooks to class in case they should decide for the open-book option. He should also urge them to think about the overall pattern of the course and to prepare enough independent theses so that they could structure their own exam if none of the professor's questions appealed to them.

By the time students have prepared their texts and notes for an open-book exam and planned enough alternate essays to structure their own exam, they will have engaged in far more constructive work than had they crammed for a typical examination.

My students appreciate the freedom of choice which the open examination affords them, and the majority of them choose my questions because once they have prepared for all their options, they know the material and enjoy the challenge of organizing it into the patterns suggested. Those who choose the self-structuring option are generally the very bright or creative students who have something individualistic to say.

The open exam may work in literature classes far better than in certain other subjects, such as mathematics or biology. But I believe that instructors of history, philosophy, psychology, education, and sociology (and perhaps even of mathematics and biology) could adapt the concept to their area.

In *The Art of Counseling,* **psychologist Rollo May** points out that "youth will not take the ideal held up before him as abstractly 'good' or 'recommended,' but rather the one which gives the most promise of aiding him toward the position in life he wishes to attain." What is true of ideals is true also of knowledge. It is our job to show the student what we consider relevant to civilized human life and even to attempt to sell him on our subject, but it is the height of futility to attempt to force his responses. □



Our judicial system is suffering from a severe case of deferred maintenance.

THE SEARCHING MIND

Better Courts

WARREN E. BURGER, *Chief Justice, United States Supreme Court.*

Today the American system of criminal justice in every phase—the police function, the prosecution and defense, the courts, and the correctional machinery—is suffering from a severe case of deferred maintenance. By and large, this is true at state, local, and federal levels. The failure of our law machinery is now a matter of common knowledge, fully documented by innumerable studies and surveys.

As a result of this deferred maintenance, we see—

First, that the perpetrators of most criminal acts are not detected, arrested, and brought to trial.

Second, those who are apprehended and charged are not tried promptly because we allow unconscionable delays that pervert both the right of the defendant and the public to a speedy trial.

Third, convicted persons are not punished promptly after conviction because of delay in the appellate process.

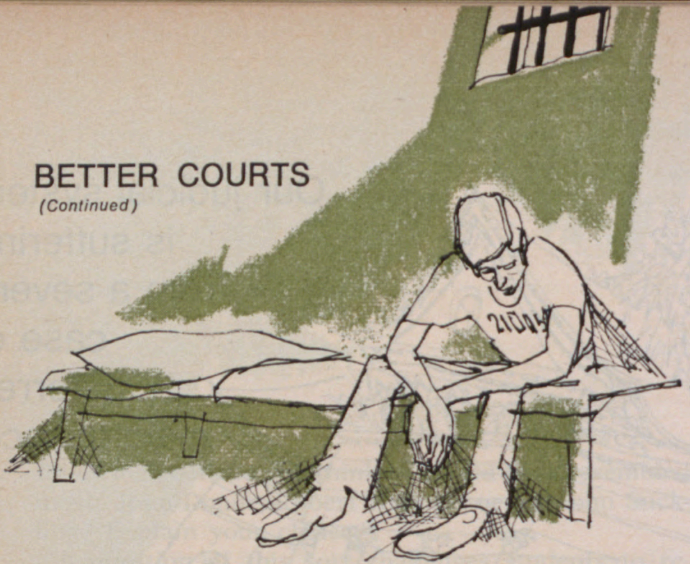
Finally, even after the end of litigation, those who are sentenced to confinement are not corrected or rehabilitated, and the majority of them return to commit new crimes.

The primary responsibility of judges is operation of the judicial machinery, but this does not mean that they can ignore the police function or the shortcomings of the correctional systems. At each of these three stages—enforcement, trial, and correction—the deferred maintenance became apparent when the machinery was forced to carry too heavy a load. This is what happens to any neglected machinery, whether it is an industrial plant, an automobile, or even a dishwasher.

It can be of no comfort that the deferred maintenance crisis is shared by others in the field of housing, medical care, environmental protection, and many other areas. All of these problems are important, but the administration of justice is the adhesive, the very glue, that keeps the parts of an organized society from flying apart. Man can tolerate many shortcomings of his existence, but history

BETTER COURTS

(Continued)



teaches us that great societies have foundered for want of an adequate system of justice, and by that I mean justice in its broadest sense.

I have said nothing about civil justice—the resolution of cases between private citizens or between citizens and the government. This, unhappily, is becoming the stepchild of the law, as criminal justice once was. Most people with civil claims—including those in the middle economic echelons who cannot afford the heavy costs of litigation and who cannot qualify for government-subsidized legal assistance—are forced to stand by in frustration, and often in want, while they watch the passage of time eat up the value of their case.

The public has been quiet and patient, sensing on the one hand the need to improve the quality of criminal justice but also experiencing frustration at the inability to vindicate private claims and rights. We are rapidly approaching the point where those with civil claims will totally lose patience with this cumbersome system—a system that makes people wait two, three, or four years to dispose of a case. The courts must be enabled to take care of both civil and criminal litigants without prejudice or neglect of either.

In order to restore the courts to their basic function of dealing with cases and controversies, we need a comprehensive reexamination of the whole basis of jurisdiction to the end of eliminating wherever possible all matters which may be better administered by others. Included in such reexamination would be the handling of personal injury claims, receiverships, insolvent debtors, child adoption, land-title registration, divorce, and child custody.

We can see in the development of common law institutions many examples of changing jurisdiction and evolution of new remedies. The common law tradition teaches that rights and remedies are never fixed or static but are in a continuing process of change. For example, workingmen once had either no rights at all or common law rights based on negligence when they were injured in their work. The deficiencies of common law remedies inspired lawyers to find other and better ways of dealing with the claims of injured workmen, and no one would seriously consider turning the clock back to the old ways. A large area of regulatory activity was once imposed on courts but for the greater part of this century that has been vested in a wide array of administrative and regulatory bodies with limited judicial review.

All of us are beneficiaries of the great common law tradition that undergirds American jurisprudence and virtually all aspects of our procedure, both state and federal. We do not disparage or undermine the common law when we consider change; indeed, change is the very essence—the very heart—of the common law concept.

The challenges to our systems of justice are colossal and immediate, and we must assign priorities. I would begin by giving priority to methods and machinery, to procedure and techniques, to management and administration of judicial resources—even over the much needed reexamination of substantive legal institutions that are now out-of-date.

With reference to methods and procedure, we may be carrying continuity and tradition too far when we see that a reincarnated John Adams, Hamilton, Jefferson, or Marshall could step into any court today and after a minimal briefing on procedure and updating in certain areas of law, try a case with the best of today's lawyers. Those great lawyers of the eighteenth and nineteenth centuries would need no more than a hurried briefing and modern clothes. They wouldn't even need a haircut, given the styles of our day.

This is not necessarily bad, and I propose nothing specific on how we should change our methods of resolving conflicts in the courtroom. But I do know this—and so does everyone who has read the newspapers in recent years—that John Adams, and his reincarnated colleagues at the bar, would be shocked and bewildered at some of the antics and spectacles witnessed today in the courtrooms of America.

They would be as shocked and baffled as are a vast number of contemporary Americans and friends of America all over the world. They would not be able to understand why so many cases take weeks or months to try or why the jury selection process should itself become a major piece of litigation consuming days or weeks. Few people can understand it, and the public is beginning to ask some searching questions on the subject.

Court observers are aware of the tension and strain existing between state and federal courts in recent years. In urging cooperation between state and federal judges, I have no thought that all state court systems or all judges be cast in one mold. Far from this, I have an abiding conviction that the strength of our entire system and the essence of true federalism lies in diversity among the states.

It will not impair this diversity, I submit, to work together in developing effective post-conviction remedies; common standards of judicial administration;

Chief Justice Burger spoke at greater length on this topic at the 1971 National Conference on the Judiciary in Williamsburg, Virginia.

common standards of professional conduct for lawyers and judges; or improvement in the method of selection, tenure, and compensation of judges.

Actually, the innovativeness of state judges accounts for many of the great improvements in the federal system. One of the most crucial is in the developing area of using trained executives in the administration of the courts. The states have been a whole generation ahead of the federal system in this matter.

We should never forget that under our federal system the basic structure of the courts of our country contemplated that state courts should deal with local matters while federal courts should serve a limited and narrow function. Hopefully, we will never become so bigoted as to think that state judges are any less devoted to the principles of the federal Constitution than are other judges and lawyers.

I do not suggest that justice can ever become automated or that production-line processes are adaptable to courts. However, other professions have devised new ways to increase their productivity without loss of quality, and so must lawyers and judges.

In terms of methods, machinery, equipment, and the flow of papers, most courts have changed very little in a century or more. For example, spot checks show that the ancient, ledger-type record books—16 or 18 inches wide, 24 or 26 inches high, and 4 inches thick—are still used in a large number of courts. These cumbersome books call for longhand entries concerning cases. I mention this as one symptom of the tendency to cling to old ways.

With relatively few exceptions, we still call jurors as in the past, herding them into a common room in numbers often double the real need because of obsolete concepts of arranging for and managing their use. This process is sometimes complicated by the unregulated arbitrariness of a handful of judges who demand that more jurors than they possibly need be allocated each day for their exclusive use.

There is almost a total absence of even the most primitive techniques in predicting the need for jurors just as there is a large vacuum in the standards and procedures to coordinate the steps of bringing a case and all of its components—the lawyers, witnesses, experts, jurors, and court staff—to the same place at the same time.

Careful study is needed to make sure that every case which reaches the courtroom stage is there only after every possibility of settlement has been exhausted. Those parties who impose upon the judicial process and clog its functioning by carrying the cases through jury selection before making a settlement which could have been made earlier should be subject to the risk of a substantial discretionary cost assessment at the hands of the trial judge. Someone must remind the bar and the public of the enormous cost of a trial.

As litigation has grown and multiple-judge courts have steadily enlarged, the continued use of old equipment and old methods has brought about a virtual breakdown in many places and a slowdown everywhere in the efficiency and functioning of courts.

The judicial system and all its components have been subjected to the same stresses and strains as hospitals and other big enterprises. Today every hospital of any size has a trained hospital administrator. This executive officer deals with the management and efficient utilization of all the resources of the institution.

Courts and judges have, with few exceptions, not responded in this way. Some imaginative and resourceful judges and court clerks have moved partially into the vacuum, but the function of a clerk and the function of a court executive are very different.

From the day I took office as Chief Justice, the need to train court executives seemed to me the most pressing need—particularly in my area of responsibility, the federal courts. The first step I took was to help lay the foundations for a facility to train executives. The American Bar Association took the leadership in accomplishing this, with the American Judicature Society and the Institute of Judicial Administration as cosponsors. Together they created the Institute of Court Management at the University of Denver Law School.

The Institute provides each group of trainees with an intensive full-time half-year course, including field training in the various courts. By December 1971, 87 trainees had graduated; 40 more will graduate this December. This is not a federal facility, and probably most of its output will go to state court systems.

Meanwhile, the United States Congress has taken one of the most important steps in a generation in the administration of justice by providing for a court executive in each of the 11 federal circuits. The court executive will work under the direction of the judicial council of each circuit. This arrangement will not only relieve chief judges to perform their basic judicial functions but will provide a person who will be able to develop new methods and new processes.

The function of a court executive is something none of us really knows much about. There are only a handful of court administrators or executives in our country, and up to 1970 they were all self-taught. The few who were in being were in the state courts, and we called upon them to be members of the teaching faculty for the new Institute of Court Management.

The desperate need for court executive officers does not alter the fact that judges and chief judges will have to demonstrate great patience and engage in industrious homework if they are to learn to utilize these officers in their courts.

Many infirmities could be cured if judges had broad rule-making power and exercised that power. The best example of this was given a generation ago in the Federal Rules of Civil Procedure and later in the Criminal and Appellate Procedure Rules.

For the past 30 years or more, state legislatures, like Congress, have been overwhelmed by a multitude

(*Continued on page* 68)

TEACHER ADVOCATE: First in a Series

Recipe for Leadership Training

Know a good recipe for a successful training session? In July, the Leadership Development Academy, NEA's school for training staff members in the field, came up with a smooth concoction. It went something like this:

Put 40 UniServ workers and state association staff members in a New England conference setting. Blend with resource persons, training specialists, and audiovisual aids. Add a dash of provocative questions to set the mixture cooking. Season well with personal anecdotes; top with humor.

This recipe worked for several reasons. For one thing, the setting was ideal. The group met at the New England Center for Continuing Education, located on a 10-acre site adjoining the University of New Hampshire campus in Durham. Both the conference building and the skyscraper dorm are set on a forested knoll. (A visitor might speculate that the architect made a tough but happy decision—to build the Center *into* the woods, leaving trees and giant, moss-covered rocks intact.)

Then, too, those attending the six-day workshop brought a lively variety of experiences and viewpoints to the training scene. They came from 18 states, ranging from Arizona to Kentucky, Maine to Florida, Kansas to Michigan. The group included five women, one of them a lawyer.

[A quick look at UniServ's background reveals that it has made great progress in a short time. Begun in 1970, it is NEA's "newest." But the infant is growing. Nearly 500 trained UniServ people are now at work in 38 states and the Overseas Education Association, and the number may reach 700 next year.]

Conversations with various members of the group revealed that their job assignments as UniServ staff members differ. Some work for a large local association with hundreds or even a thousand members. Others serve a cluster—a number of small locals which may be spread over hundreds of square miles. Their motto seems to be, "Have expertise, will travel." A UniServ director in Arizona, for example, has 40 locals as his bailiwick, including one on a Navajo Indian Reservation. Another UniServ director has 43 locals and 2,400 members under her wing.

[One of UniServ's big goals is "to provide equitable distribution of Association services regardless of geography and density of the membership population." As a UniServ director in Iowa points out, "A teacher is a teacher wherever he is, and UniServ wants to help him."]

Still another workshop member described herself as "a different kind of UniServ person." Her job is

to process grievances for a statewide local in New York whose members are teachers and other professionals involved in higher education. With 16,000 members, it is the largest NEA bargaining unit.

Careful planning made the workshop an effective training experience. The topics for discussion—organizing for political action, association management, grievance processing, and verbal skills for negotiation —took into account the interests and needs of those present. Small-group discussion, led by experienced training specialists, was the order of the day.

Ralph Joy, director of the Leadership Development Academy and coordinator of the UniServ training program, noted: "Everything presented doesn't turn everyone on. But I hope there's enough so each person will feel he got something very practical out of it. Actually, one must have time on the job to try out the new things he learns."

Fireman . . . country doctor . . . patient trail boss . . . bridge builder. What kind of list is this? According to various workshop participants, a UniServ director may play all of these roles.

"The perfect UniServ staff member is always ready to fight a fire in a crisis, whether it's a grievance or a dismissal," one person explained. "He may spend 90 percent of his time as a fire fighter."

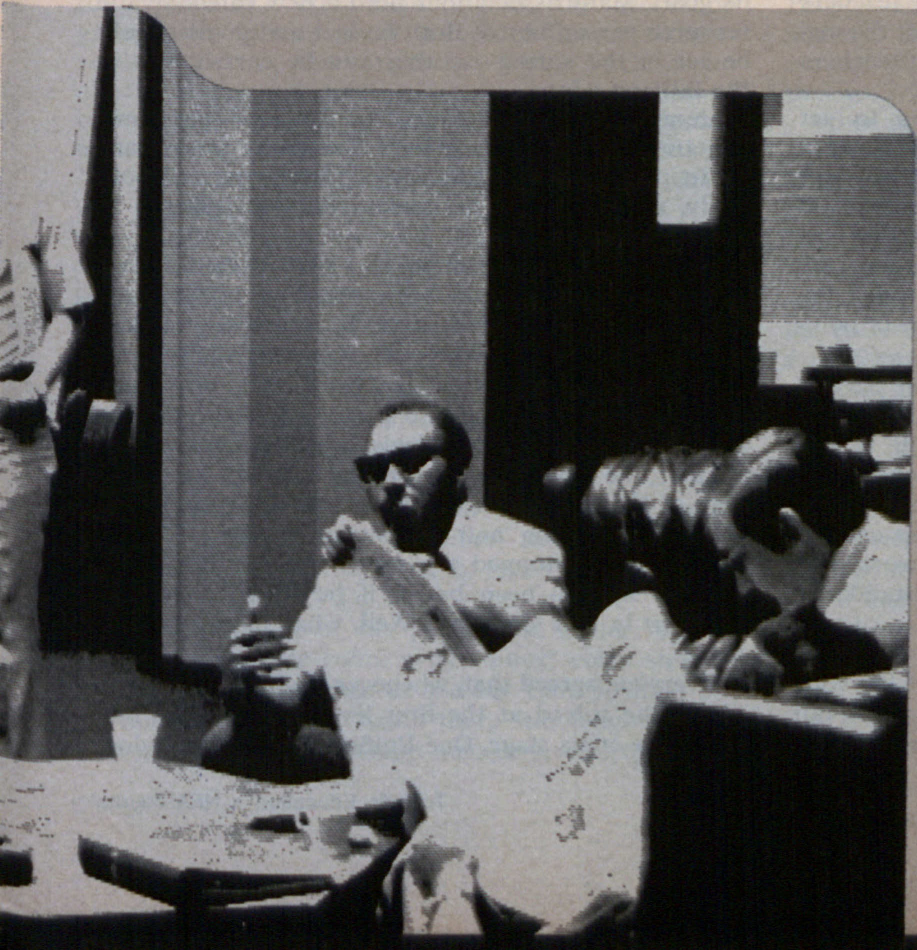
Another UniServ director noted: "You get very close with your people, and they come to respect you and depend on you. Then, like a country doctor, you need to have a cure for every problem—even personal ones. This isn't always good, but overall it's a plus."

A patient trail boss who keeps things marching ahead? Yes, the UniServ representative plays this role, too. "My greatest concern is to get the local associations in my area *moving*—especially on negotiations; a few still think of themselves as teachers' clubs," one director commented.

A bridge builder? Perhaps this role is what UniServ is all about.

A UniServ field representative, who often mentioned "our teachers" and "the people I work for," explained his viewpoint this way: "I live in Delaware. I know there's a Great Britain across the Atlantic, but I can't see it. Sometimes teachers feel that NEA isn't visible, either. They want to know that their national Association is out there doing something for them—where they are. Because the UniServ person *is* visible, he can bridge the gap between the local association and the state and national associations."

This UniServ man reported that he and others in



TEACHER ADVOCATE

This four-page Teacher Advocate section is the first in a series of *Today's Education* features dramatizing the ways the United Teaching Profession helps teachers by building strong local and state associations. Teacher Advocate stories will focus on the role of the organized profession in training association leaders, negotiating strong teacher contracts, fighting for solid public support of the schools, and building the economic strength of teachers. News stories about association actions will appear in the *NEA Reporter;* the Teacher Advocate will attempt to tell the broader story of the organized teaching profession's on-going programs that build teacher strength.

his state worked hard to inform teachers of the role NEA played in winning retroactive pay raises, following the wage freeze. He has also taken time to explain how the NEA's DuShane Fund helps protect human rights through legal action on behalf of teachers. The fact that NEA is now pushing for federal legislation which would assure accrued retirement benefits for mobile teachers is another important matter that he has brought to the attention of Association members in his area.

A workshop participant who serves 14 locals with more than a thousand teachers in Michigan also agreed that UniServ does build bridges. "UniServ is something tangible," he stated. "Teachers feel they're paying for a type of service and they're able to recognize this as something concrete—a positive reinforcement for the money they've spent."

"Political action is definitely a top priority in our state." "Our greatest concern is to activate politically. Teachers can be an important political force—they *must* be!" These and other comments indicated the interest of the workshop participants in organizing for political action.

A UniServ staff member from Iowa said that in May his UniServ unit held a political rally based on the Chautauqua idea of the late 1800's. "We invited all the candidates for Congress, for governor, and for lieutenant governor, and asked them to give their position on education. The Chautauqua began at nine in the morning and lasted until four in the afternoon. In spite of rain, about 1,500 persons attended the rally. Our state political arm interviewed the candidates and made some endorsements."

A UniServ director from Kentucky said that political action is his "big push." He feels that teachers are already beginning to show influence at the national level and that politicians are looking at teachers in a new light.

"The biggest problem," he reported, "is to get teachers to see that it doesn't involve a heck of a lot of time if they look at it on the basis of 20 minutes a day to contact a parent or some other person in the community. Within a week, the teacher can contact five people and, hopefully, some of them are persons he can influence. I feel this is the most important thing throughout the whole spectrum of political activity: face-to-face contacts."

The training specialists at the workshop agreed. Tidbits gleaned from the sessions included the following: The very best political contact of all is one between the candidate and the voter. But a one-to-one meeting between a trained volunteer and the voter is also effective, and this is something teachers can do. "If you have a hundred teachers who will work, this would be a very good package to offer any candidate," the training person told those present.

The workshop group got down to basics as it struggled with problems involving how to get out the vote. In essence, they learned, the main point is to turn out the votes *where they are*. "Assess the resources to see where you can do the most good. Forget the art and do your math," one specialist advised. "You'll be ahead of your opponents if you do."

At one point the group divided in half and tackled two problems. The first one said, "You will run a candidate for the school board in March 1973. Develop a program to gain support of 100 local citizens to appoint your candidate." The other one read: "A candidate for the legislature has asked the local association to contact 500 undecided voters over the next four weeks on a face-to-face basis for 10 minutes. How many volunteers would you need? What exactly would they do? Where would they go? How will you evaluate what they do?"

After an hour or more, the groups reassembled for the moment of truth. As the training specialist explained the most effective procedures in each case, smiles and knowing glances were exchanged among the participants. Obviously, neither group had come up with exactly the right answers, but then, the questions were tough. Printed materials distributed to each participant outlined procedures on a number of pertinent topics, including how to recruit dependable volunteers and how to conduct a leadership survey and a friends-of-the-candidate campaign.

How can the UniServ representative help local associations build strong affiliates characterized by effective structure and mature leaders? Again, a resource person outlined the problems involved. "Never put a person in a job simply because it has to be done," he warned. "Always find the right person for each job."

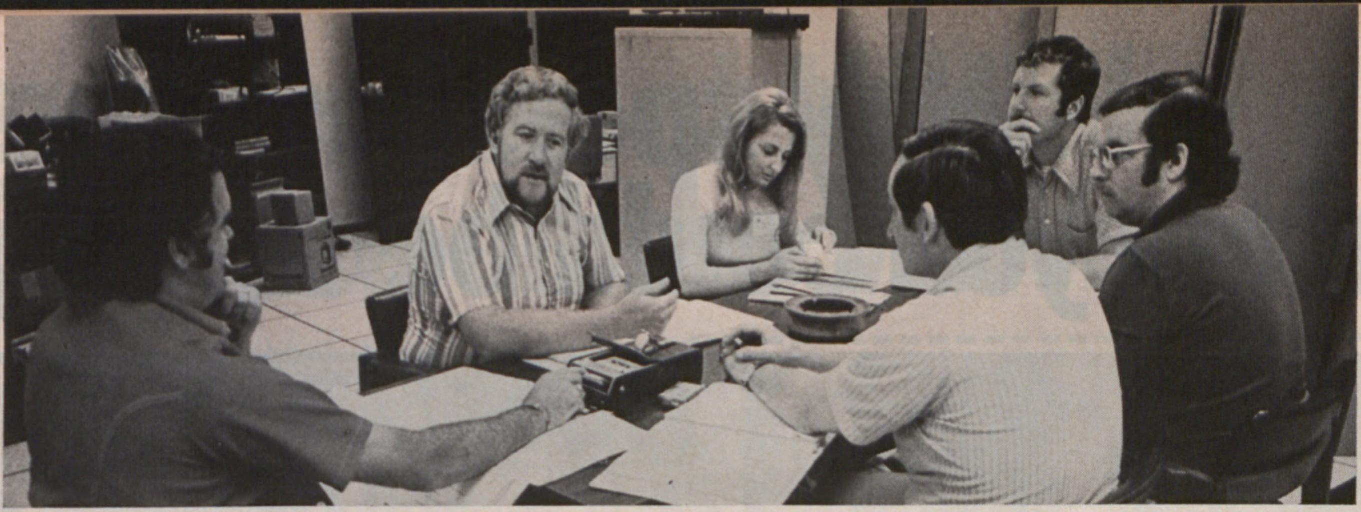
The more people involved in outlining association objectives, the better chance the local has for reaching its goals. Many associations need a new calendar, the resource person noted. Both budget and goals should be set in the spring—so they can be carried out in the fall and winter.

Among the helpful hints for UniServ personnel contained in the management handbook given each participant were the following: "Take your *job* seriously, not yourself. The reason for your being is to be of service."

Role playing was an important part of the sessions on processing grievances. A few members of the group agreed to act out various parts in a typical grievance drama. After studying the case, they took their places as school board members, legal counselors, principals, and teacher negotiators and performed their roles in front of a closed-circuit television camera.

Later, the tape was shown to the entire group. Members of the audience registered their appreciation by attentive listening and occasional guffaws. The resource leader stopped the movie frequently to ask: "Would it have been better if he'd said something different in that situation? Well, what should he have said?"

Everyone agreed that, whenever possible, grievances should be solved at the first level—well before they reach the crisis stage. One UniServ director explained



Small-group discussions were led by experienced training specialists.

it this way: "Grievance proceedings constitute a highly technical field, usually, and we have to be there. But I try to help the locals in my area to be self-sufficient on the first level. Of course, if a case becomes more difficult, then they should always feel they have an open door to their UniServ director. But the only way I can serve all my locals is by training people who have some communication with the administration. Very often they're able to solve problems early in the game—before they actually get started in some cases."

Each participant received a list of "words to grieve by." The list included such words as *high degree, almost, day, possible, minimum,* and *regular.* "Nobody knows what these mean," the resource leader pointed out. "Part of the job when you're writing a contract or compiling a grievance is to be specific."

Verbal skills are an important part of any successful negotiator's equipment. Again, the workshop group split up into small groups of five or six persons to discuss this important topic. Each group used a training manual which posed a number of typical problems facing negotiators. A programmed tape recorder presented the situation and then asked, "Can you give an initial bargaining statement which will establish early consensus, clarify the two positions, and influence attitudes and decisions?"

After someone in the workshop group complied, the leader pushed the button and the programmed voice commented, "If you said something like this, you were right." An actor then gave a correct answer via the tape. As the story continued, various members of the group were asked to offer open-ended questions, closed-ended questions, and other types of statements required in various situations.

At one point, after a particularly aggravating statement by a school board member, the programmed voice asked, "What would you do now?" A member of the group shouted, "I'd hit for the jugular!" much to the amusement of his peers. The leader flipped the switch and the calm, programmed voice stated: "If you decided to move in and lay your position on the line, you're right." Again there was laughter.

Obviously, some workshop members were more experienced negotiators than others, but it was clear that everyone would take home new expertise and a better understanding of the fine points involved in acquiring verbal skills. As the training manual pointed out, "Whether you enter negotiations to conduct collective bargaining or collective begging will depend in good measure on the confidence and cohesiveness displayed by your negotiating team and upon your association's pulling together toward a common goal."

What do you like best about your job as a UniServ representative? A participant from Maine may have summed up the consensus of all those present when he said: "I like working with people—I enjoy my contacts with teachers. I believe very much in what their needs really are, and it's easy to take what they're looking for and attempt to turn it into reality."

A state association staff member from South Carolina agreed. "What do I enjoy most about my job? People—and the relationships among them." He added, "It's only through the involvement of the masses of people in selecting and carrying out goals that we will survive and be effective as associations."

When asked if she had profited from the workshop, a UniServ staff member from Maine smiled as she answered, "Last year people were kind enough to listen to my stupid questions. This year I'm more with it and I really got a lot out of the sessions."

A UniServ grievance processor in New York State commented: "The most valuable section for me was the material on processing grievances. I guess it was a reaffirming of what the proper way to proceed as an advocate really is. I understood this process to be much more formal than the way it was presented here. I think the informality of it was a valuable thing for me. Informality is my natural style."

Another person commented, "I came here looking for answers. I'm going home with more questions—but maybe that's good."

"I'd like to see some different things done in some areas, but overall I think I've benefited tremendously," still another person stated. □

◆ *The next article in the Teacher Advocate series will appear in December.*

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THE LAW AND TEACHER RIGHTS: Testing Teachers—An Unfair Game

□ **The National Teachers Examination** (NTE) and the Graduate Record Examination (GRE) were exposed to judicial review when black educators in the deep South contended that their use had a racially discriminatory effect on minority employment in the public schools. The U.S. Court of Appeals for the Fifth Circuit recently upheld this contention, holding that tests or policies that clearly disadvantage black teachers were illegal as a standard for determining hiring and retention of employees.

When desegregating school districts in Columbus and Starkville, Mississippi, determined to employ fewer black teachers, they imposed minimum cut-off requirements on the NTE and the GRE, respectively, as criteria for hiring and retention of staff. The requisite scores did in fact exclude proportionally more black than white teachers; in addition, the districts did not hire some black applicants who met the criteria.

The NEA and the Mississippi Teachers Association were parties plaintiff in lawsuits that successfully restored black Columbus and Starkville teachers to their positions. The DuShane Emergency Fund supported these suits as well as current litigation challenging the validity of the NTE as a basis for retention of faculty in Memphis, Tennessee.

In both the Columbus and Starkville situations, the Fifth Circuit Court affirmed rulings that use of the tests violated the equal protection clause of the Fourteenth Amendment because neither test was shown to be a valid measure for testing teacher competency or effectiveness. The cutoff scores disqualified many competent, experienced teachers from reemployment.

The Court held the GRE was "not designed for the purpose of identifying those who are or will be competent teachers at the elementary and secondary level." In the Columbus case the Court stated that the NTE "measures only a fraction of the characteristics required for effective classroom performance. It does not measure manual skills, teaching aptitude, attitudes, personal characteristics, or classroom teaching performance."

The Court concluded that a school district has a right to upgrade its faculty by valid constitutional means "when a test has a valid function . . . and is fairly applied to all teachers, it outweighs the fact that it may result in excluding more blacks than whites."

The U. S. Supreme Court, in *Griggs v. Duke Power Company,* has ruled that Title VII of the Civil Rights Act of 1964 prohibits tests that do not measure skills actually required by the job sought and that can be shown to discriminate unfairly against a particular group. The Court said "any test used must measure the person for the job and not the person in the abstract." The Court did not ban the use of all testing but did insist "What Congress has forbidden is giving these devices and mechanisms controlling force unless they are demonstrably a reasonable measure of job performance."

Black and Puerto Rican applicants for supervisory positions in the New York City schools, the Second Circuit found, were discriminated against when competitive examinations were required for eligibility for such positions. The Court noted that the tests had resulted in disproportionately fewer minority principals and that the tests appear to measure "the candidate's ability to memorize rather than the qualities normally associated with a school administrator."

Similarly, in a students' case, a federal court recently found that the San Francisco School District, in using group intelligence test scores for placement of elementary students in classes for the educable mentally retarded, violated the children's equal protection rights under the Fourteenth Amendment. The tests, the black students alleged, were biased against their culture and experience and use of the tests resulted in a disproportionate number of black children in EMR classes. The Court, citing *Griggs,* said once the plaintiffs demonstrated that use of the test resulted in placement of a disproportionate number of black students in EMR classes, then the burden shifted to the defendant school district to show rationality in the classification.

NEA's position on testing teachers is that "examinations such as the National Teachers Examination must not be used as a condition of employment or a method for evaluating educators in service for purposes such as salary, tenure, retention, or promotion."

This year NEA's Representative Assembly called for a national moratorium on standardized testing. Delegates advocated "the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing problems." □

◆ *This is one in a series of articles on questions that relate to the emerging rights of teachers. The series is being presented by the staff of the DuShane Emergency Fund of NEA's Teacher Rights Division.*

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"How about equal time for the Democrats?"

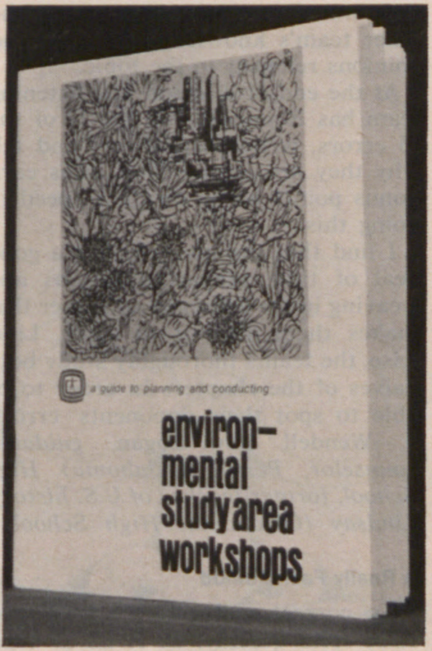
NEW NEA PUBLICATIONS AND AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please use stock numbers when you use a purchase order form.

Alternative High Schools: Some Pioneer Programs (#1). ERS Circular No. 4, 1972. Presents brief descriptions of 47 alternative high school programs operating in 38 school systems during 1971-72. Includes bibliography. 56 pp. $3. 219-21514. Educational Research Service.

Cable for the Voiceless (#2). Presents a speech given at the May 1972 Publi-Cable seminar in Washington, DC, by Tony Brown, dean of Howard University's School of Communications and executive producer of National Educational Television's *Black Journal.* Mr. Brown charges that "cable is passing the minority people by" at a time when it could become a powerful device to serve minority needs. Publi-Cable, Inc., is a coalition of 200 individuals representing 60 national organizations concerned with access to existing and future cable TV channels. Cassette tape. $9. 388-11968. NEA Publishing.

A Guide to Planning and Conducting Environmental Study Area Workshops (#3). Tells how to develop environmental education programs using resources outside the school. Traces the evolution of teacher workshops in environmental education from the planning stages, through the workshop itself, to the follow-up activities. Appendices show sample start-up activities, instructional activities, model workshop designs, and a detailed workshop scenario. (See photo below.) 64 pp. $2.25. 381-11998. NEA/National Park Service.



Parent - Teacher Relationships (#4). Summarizes how feelings form the basis of relationships and gives ideas for improving school and home relations between parents and teachers. Pkg. of 30. $2.50. 054-11710. NEA Publishing.

Report of the Task Force on Compulsory Education (#5). Urges "exploration of the promising possibility of alternative schools and free schools both within and separated from the present school plant and establishment" but calls for continuation of law on compulsory education. 14 pp. 65¢. 381-12002. NEA Task Force on Compulsory Education.

Report of the Task Force on Corporal Punishment (#6). Discusses the use and effect of, alternatives to, and a model law regarding corporal punishment. 29 pp. $1. 381-12010. NEA Task Force on Corporal Punishment/NEA Publishing.

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Structuring Sentences

The following activity was useful in helping to give my pupils a better understanding of the main parts of a sentence.

I made up sentences, using large pieces of colored oak tag for each word, with all the words in one sentence green; in another, red; and so on. Then I gave a word on oak tag to each child, who had to find the rest of his sentence—by color. (To lessen confusion, I selected a different area of the room for each different color.)

The groups, after arranging themselves into meaningful sentences, discussed the parts of their sentences and took turns going to the front of the room to form into a sentence and explain its main parts to the class.

—Kay C. Fleeger, *fifth grade teacher, Clearfield Township School, Butler, Pennsylvania.*

Commemorative Stamps

My pupils wish every day were Friday, because on that day all the 100 percent papers are eligible for the newest commemorative postage stamp. (I pay for these stamps out of my own pocket, but some schools might be willing to underwrite such a project.) Every child does his best to be recognized in one subject, if not in all five.

—Shirley Hope Reeves, *fifth grade teacher, Newman Avenue School, Seekonk, Massachusetts.*

Students Make Lesson Plans

I have found an effective way of getting my high school history students to study certain chapters in their textbook that I feel need especially close attention.

First, I divide the class into two teams and assign half a chapter or unit in the text to one team and half to the other. Each team is responsible for working up a 25-minute lesson to present to the other team. Although the teams usually choose one person to make the presentation, all students must contribute some work.

In preparing a lesson, each side weaves 15 errors into their lecture. These errors are not simple false statements regarding names, places, and events but errors that test the other team's knowledge of ideas and opinions relevant to the topic.

At the end of a lesson, the listening team has 20 minutes to find 10 of the 15 errors, write them down, and tell why they are errors. The teams earn bonus points based on their speed in doing this.

I find that the teams spend a good deal of time preparing lessons and weaving in the errors in a manner that makes them difficult to catch. Likewise, the teams thoroughly study both halves of the chapters in order to be able to spot their opponents' errors.

—Wendell Ray Logan, *guidance counselor, Perry (Oklahoma) High School, former teacher of U.S. history, Lindsay (Oklahoma) High School.*

A Really Fast Method

To correct multiple-choice or true-false tests quickly, do it all at once. Provide the entire class with identical mimeographed answer sheets. Lay a duplicate of the test over a stack of 30 or so papers and push a sharp-pointed instrument, such as an ice pick, down through the stack in the position of each correct response. Now all you have to do is count the correspondence of check marks and punched holes.

—Kim Moore, *fifth/sixth grade teacher, Village Elementary School, North Highlands, California.*

For the Beginning Teacher: Use Your Textbook To Teach Intensive Reading

☐ **You can use the textbook to teach** the techniques of intensive reading. Early in the year, set aside a class period for a demonstration of how to read a textbook. (Prepare yourself in advance by choosing a few pages and reading them carefully with this intention in mind.)

After explaining your purpose to the class, proceed to give your demonstration by studying the contents of the pages aloud.

Verbally go through the mental processes involved in intensive study: Anticipate the central thought of sections and paragraphs from headings or topic sentences; ask yourself questions; pause to identify proper names; dispute the author's view and then concede the point or resolve to look it up later; reword phrases to improve them or make them your own; interpret details in terms of your own experience or previous reading; question the use of a complex term or guess at its meaning and derive it from context.

Relate the material you are reading to the larger area under consideration and to contemporary life or events. Upon reading the name of an unfamiliar place, locate the place, either on a wall map or by reference to known places. At the end of the reading, summarize the content, fit it into the unit, and comment on its significance to modern living. You may then turn to the end of the chapter and identify such terms and answer such questions from the text as relate to the passage you have studied.

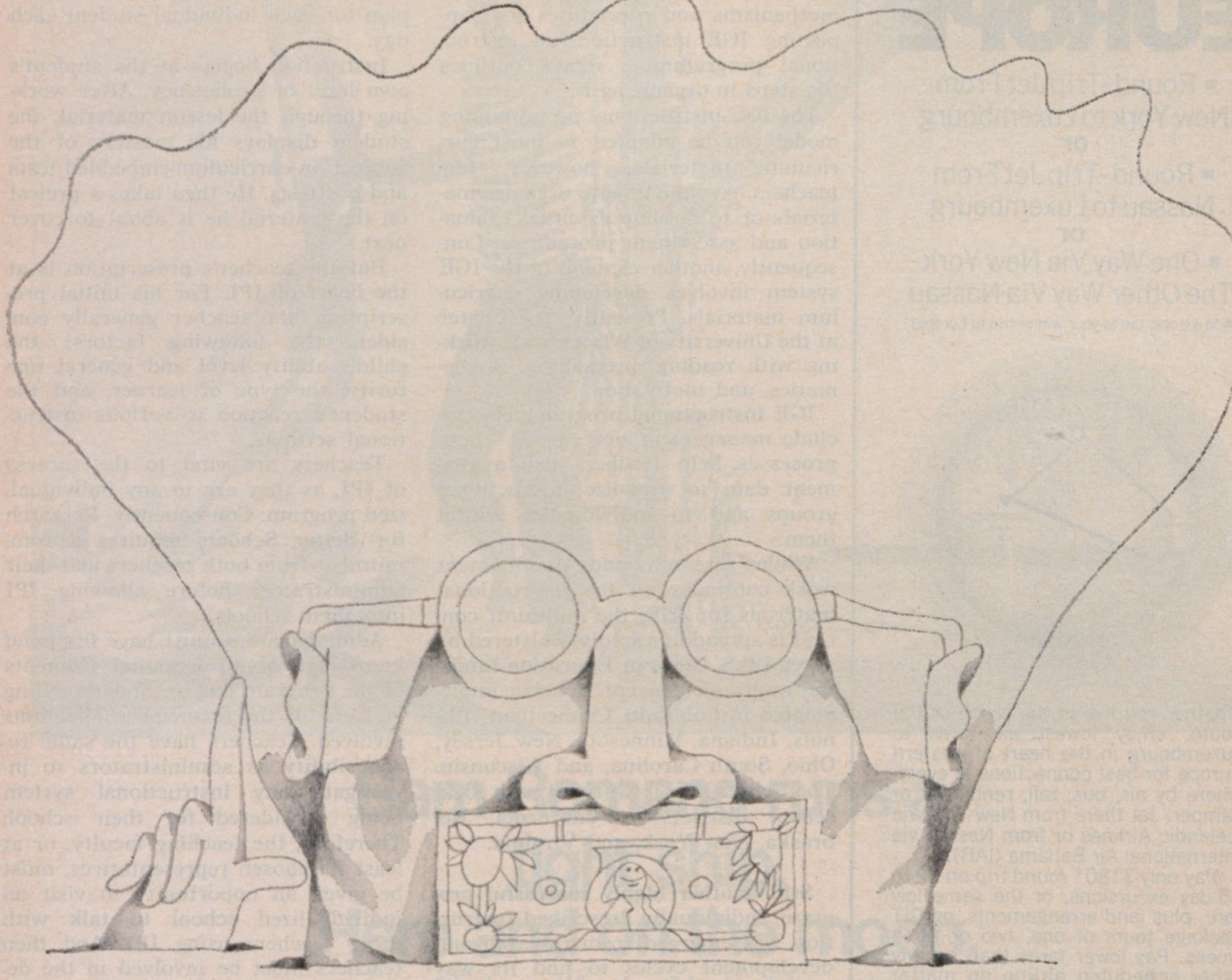
Thus far you will have carried on the demonstration oblivious of the class as though you were actually studying aloud by yourself. Now it is time to invite questions and comments.

During the discussion period, indicate that reading methods vary with the kind of material and the purpose of the reader. Emphasize that casual reading is not suitable to intensive study, that such study requires mental activity of a high order, and that self-testing is essential to understanding and retention.

At some later date, you can demonstrate other methods, such as reading for main ideas, for obtaining specific information, or for enjoyment.

—William H. Cartwright, *Department of Education, Duke University.*

Dr. Cartwright is the author of "How To Use a Textbook," *No. 2 in the* How To Do It Series *of the National Council for the Social Studies (an NEA national affiliate).*



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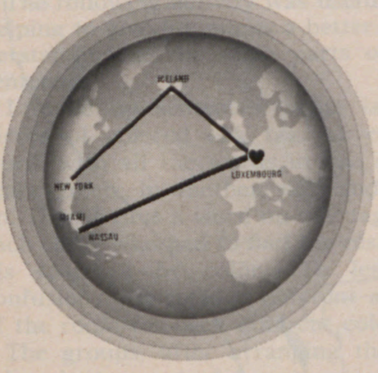

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R AND D . . . (*Continued from page* 39)

Just as the multiunit plan outlines mechanisms and procedures for supporting IGE instruction, an instructional programming model outlines the steps in organizing it.

The IGE instructional programming model can be adapted to most curriculum materials; however, few teachers have the time to organize materials or to develop essential evaluation and assessment procedures. Consequently, another element of the IGE system involves developing curriculum materials. Presently, the Center at the University of Wisconsin is working with reading, prereading, mathematics, and motivation.

IGE instructional programs also include management procedures. These processes help teachers use assessment data to organize instructional groups and to individualize within them.

While research and development work continues on the instructional materials for IGE, the multiunit concept is spreading rapidly. Bolstered by special U.S. Office of Education funds, the multiunit concept is being implemented in Colorado, Connecticut, Illinois, Indiana, Minnesota, New Jersey, Ohio, South Carolina, and Wisconsin. The Center also is working with local school districts in California, Nebraska, New York, and Virginia.

Still another highly successful program, Individually Prescribed Instruction, has emerged from research and development cycles to find its way into hundreds of classrooms. IPI originated at the Learning Research and Development Center of the University of Pittsburgh. Research for Better Schools, Inc., a Philadelphia-based regional laboratory, is responsible for the field development, field testing, and dissemination of IPI.

IPI is an instructional system that adapts the material to be learned to the needs of each student and to the needs of individual school districts. As a result, a school district can choose to have its students score high marks on achievement tests and know that IPI will help achieve this goal. If a district wishes to provide its students with a rich variety of learning experiences, IPI also can help it reach this objective.

A student progresses through an IPI program according to his own capacities. He begins by taking both placement tests and pretests. On the basis of these, his teacher gives him a prescription that fits his learning strengths and weaknesses. Each prescription, then, is an individual lesson plan for each individual student each day.

Instruction begins at the student's own level of proficiency. After working through the lesson material, the student displays his mastery of the subject on curriculum-embedded tests and posttests. He then takes a pretest on the material he is about to cover next.

But the teacher's prescription is at the heart of IPI. For his initial prescription, the teacher generally considers the following factors: the child's ability level and general maturity, the type of learner, and the student's reaction to various instructional settings.

Teachers are vital to the success of IPI, as they are to any individualized program. Consequently, Research for Better Schools requires a commitment from both teachers and their administrators before allowing IPI into their schools.

Administrators must have firsthand knowledge about essential elements of the program and an understanding of some of the financial implications involved. Teachers have the same responsibility as administrators to investigate any instructional system being considered for their school. Therefore, the teaching faculty, or at least its chosen representatives, must be given an opportunity to visit an individualized school to talk with other teachers using IPI. And then teachers must be involved in the decision of whether or not to adopt the instructional system.

In addition to complete systems that individualize instruction, such as IPI, IGE, and IMS, other centers and laboratories are developing single-skill products for use with students and teachers.

For example, a minicourse entitled Individualizing Instruction in Mathematics, produced at Far West Laboratory for Educational Research and Development, enables a teacher to improve classroom procedures and to individualize mathematics instruction. Each minicourse contains a set of instructional and model films, a teacher handbook, a coordinator handbook, and a research supplement. On the first day of the in-service course, without leaving the school, the teacher views the introductory film and reads the first few pages of the handbook.

(*Continued on page* 66)

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R AND D . . . *(Continued from page 64)*

Then, if necessary, he receives instructions on how to use a videotape recorder.

The next day the same teacher views a short instructional film on how to use a few new skills. In addition, it lets him practice identification of the skills he is about to learn. Then he plans a 10-minute microteaching lesson for use with several of his pupils.

For the first microteaching session, the teacher takes a few pupils from class to a room where the videotape recording equipment is ready to use. He then videotapes himself while practicing the first group of skills in a brief microteaching lesson.

After the pupils return to class, the teacher can privately self-evaluate his performance on the videotape replay, using the checklists provided in the teacher handbook. After one or more viewings of the tape, he plans a similar lesson for use on the following day.

This reteach lesson, conducted in the teacher's regular classroom with all his pupils, provides another chance to practice the new skills before moving ahead to the next instructional sequence.

The Northwest Laboratory, in response to expressed needs of rural school educators, has developed several multimedia, self-instructional systems in vocational subjects. These new materials, which offer completely individualized instruction, are fast becoming an important part of the regular curriculum in small, isolated schools. Such products include basic systems in welding, plastics, and electricity.

Other centers and laboratories are also developing materials for individual use. Besides completed products, most of the institutions have prototypes of other teaching products somewhere in the development continuum.

All of the centers and laboratories with individualized programs and products belong to the Council for Educational Development and Research, Inc., which sponsors, among other projects, an Information Office for its institutions. The Information Office, staffed by professional journalists and located in Denver, disseminates information about its 20 sponsoring institutions and responds to inquiries regarding programs and products of the centers and laboratories. ☐

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YOUTH SPEAKS

Responses are coming in from our invitation to secondary and college students to present their viewpoints on schools, governmental leadership, teen-age problems, youth-adult relationships, or whatever else they feel strongly about. Because today's young people are so articulate, we hope more of them will send us their views. We need the help of teachers in calling their students' attention to this invitation and encouraging them to respond.

Away with Grades!

Our grading system at school is valueless. What is the purpose of A's, B's, C's, D's, and F's? To compare one person to another or to show how much someone has learned? Nobody should compare people because all people are different and they have the right to be. Just because a person doesn't get high grades doesn't mean he should be condemned. Perhaps he has set different goals for himself; perhaps other things are more important to him.

Some people think school is for learning facts straight out of books. I agree we should learn some facts, but other things are also important. Getting along with people and understanding them is more important than anything we can learn from a book. Yet if we listen to all the facts and pass our tests, we're "good boys and girls."

What is going to happen when we get out of school? If we know the facts, that doesn't mean we will know how to apply them. The time will come when we will have to learn how to do things for ourselves. What I'm trying to say is we should be getting a more rounded education instead of being graded on how well we absorb what is fed to us.

—Kathy Hayley, *co-editor last year of the* Charger's Lance, *Plum Grove Junior High School, Palatine, Illinois.*

What's Happened to Movies?

Years ago people went to see a movie for pure enjoyment and to get away from daily problems. Extravagant musicals, showing the ideal life, and far-out adventure movies, which people knew were unreal but which were fun to watch, were most popular.

Today people find enjoyment in suffering about other people's problems—problems they hope they will never have. Gone are the days when a person came out of a movie feeling happy. Great stress is put on sex, violence, drugs, and murder—the topics that make money.

Every movie is designed to offer a message. If the message isn't clear, you are supposed to sit down and think until you understand what the movie was saying.

Do you want to *enjoy* a good movie? Stay at home and watch the late show on television.

—Karen Vasta, *junior, James Madison High School, Vienna, Virginia.*

Get Ready, World?

Rejoice, rejoice! The time has come for the earth to be liberated entirely from the bonds of the old and hypocritical generations of yesterday. The "now" generation has almost arrived. Rejoice! The wisest generation ever will sweep away the problems of the world.

Our generation has no prejudices whatever. In fact, we will fight and riot in order to get people to accept people. Some of us are willing to face charges of murder in the hope we can get inferior, prejudiced people to smile on their brother.

Look at the way new concepts have entered our society. Look at drugs and free sex. Proof of the pudding is that a large number of high school students have tried grass. How's that for having an experimental approach and for accepting innovation.

The VD epidemic is proof of the free sex. The time for old, hypocritical ideas about sex is over.

So, a new generation—one without bias, hang-ups, hate, war—has arrived. We know precisely what's wrong with society. When we get in power, we will see to it that those people over 30 change to our way of thinking or we may have to resort to the tactics of *Wild in the Streets.*

So be ready, World! The perfect generation has about arrived. We will kill for equality, riot for peace, and suppress for freedom.

—Jim Keesey, *a senior last year (with tongue in cheek) at Jefferson High School, Denver.*

BETTER COURTS . . .

(*Continued from page* 53)

of new problems, and it is increasingly difficult to get their attention on mundane subjects like rules of procedure and other internal court matters.

If your state does not provide for rule-making power comparable to that vested in the Supreme Court of the United States in conjunction with Congress, I urge a close study of the potential of this mechanism.

The combined experience of this country for nearly 200 years, with elective judges in most states holding office for limited terms and federal judges appointed with tenure, affords a basis for a careful reexamination of the whole method of selecting judges. This is part of the long-range problem, but it deserves some mention.

The aggregate of two centuries of experience should be sufficient to give us material for a comprehensive reexamination of the methods of selection and the tenure of state judges. In saying this I intend no reflection whatever on those state systems having elected judges with limited terms and the many splendid judges in those states. It may be that the fine quality of judicial work of state judges is in spite of, not because of, the method of selection.

The election of judges for limited terms is a subject on which reasonable men can reasonably have different views. Nevertheless, the very nature of the judicial function calls for some comprehensive studies directed to the alternative methods developed in the last generation in some states. These alternatives tend to preserve the virtues of popular choice of judges and at the same time to develop a high degree of professionalism, thus offering an inducement for competent lawyers to become judges.

While certain patterns regarding the selection and tenure of judges are common in the 50 states, there is a wide disparity in their compensation.

The function of the courts in a small state is essentially the same as the function of the courts in the larger states; the size of the state has no relationship to the nature of the function, the degree of responsibility, and the degree of professional competence required. It is an anomaly for this wide disparity to continue.

I do not suggest a rigid, uniform standard of compensation or tenure for all states. I suggest that judges in small states are performing essentially the same function as their brothers in the large states, and the conditions of their service should not vary excessively. It is not a wholesome or healthy thing for the administration of justice to have the judges in the highest court of a geographically large and economically powerful state receive two or three times as much as their counterparts a few hundred miles away.

A national Center for State Courts has been established for the purpose of examining these problems and to act as a clearinghouse of information and research about state courts. This is a major advance in solving the problems of the state courts.

In emphasizing the problems of administration, management, and efficiency, we must always remember that efficient administration is the tool, not the goal, of justice. Therefore, it is as a means to an end that we should place high priority on changes in our methods and our machinery. The noblest principles will be sterile and meaningless if they cannot be made to work. ☐

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Mrs. Geraldine Yoders, Florida, who opened her own Travel Agency before even completing the course reports, "I opened my own Travel Agency the first of August . . . without the help of your course it would have been impossible."

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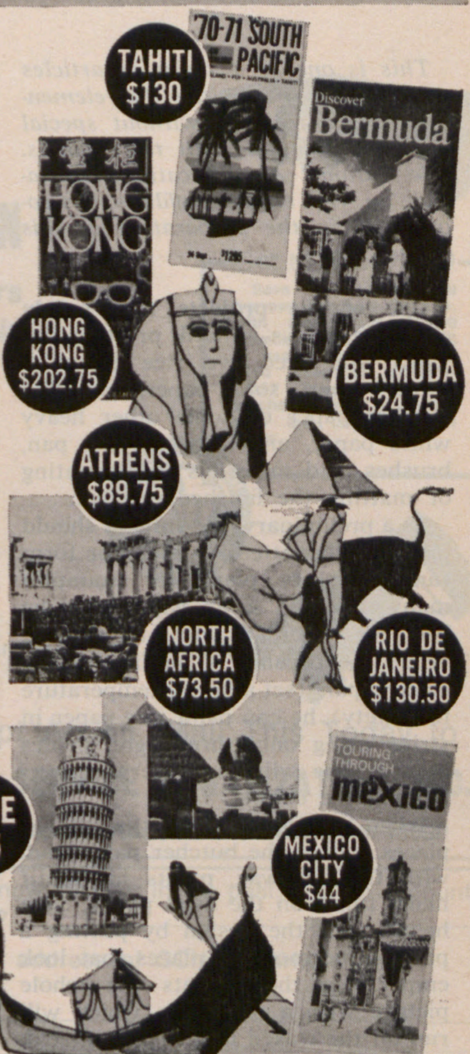
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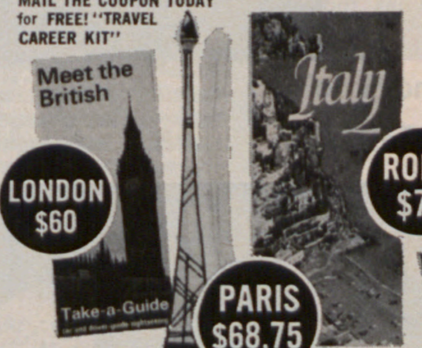
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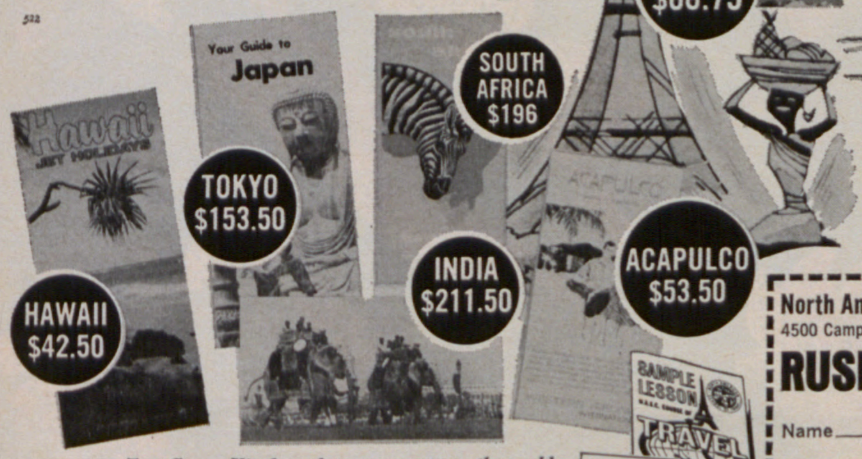
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Let's Be Creative: Batik Printing

This is one of a series of articles on creative art activities that elementary school teachers without special expertise can use with their pupils. The National Art Education Association, an NEA national affiliate, has cooperated in the preparation of this series.

One of the projects that nearly everyone enjoys is batik printing, for which you need dye, rice paper or some other soft paper, paraffin, butcher paper or some other heavy white paper, an electric frying pan, brushes, and materials for mounting or matting the finished product.

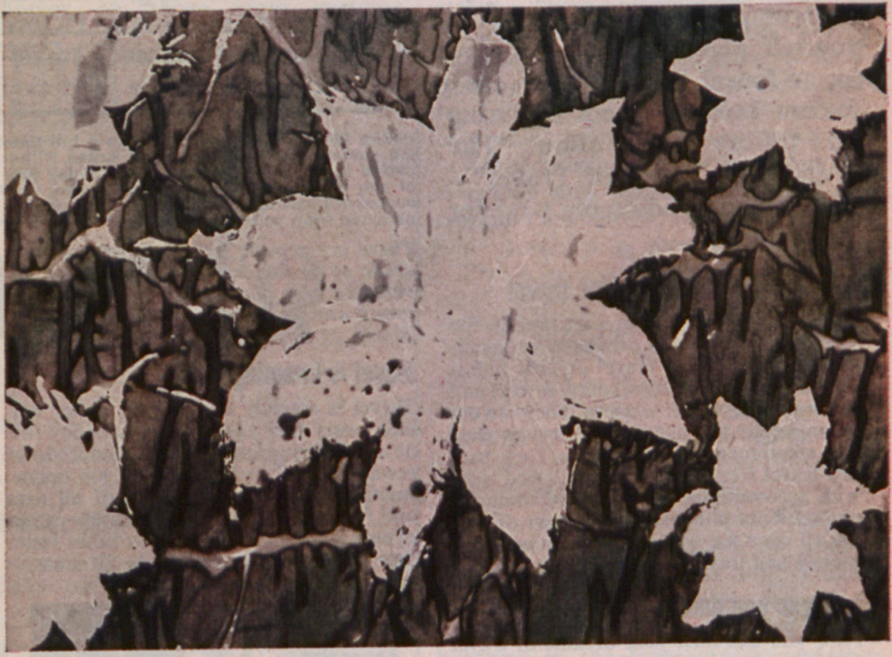
As a preliminary, the student should paint a silhouette or a motif or form (an animal or plant, for example) many times on scrap paper until he becomes familiar with the shape. While the paraffin is melting in the electric pan (set at a low temperature for safety), he can paint rice paper in strips using only three light shades of dye. Dye will run together, overlapping the colors.

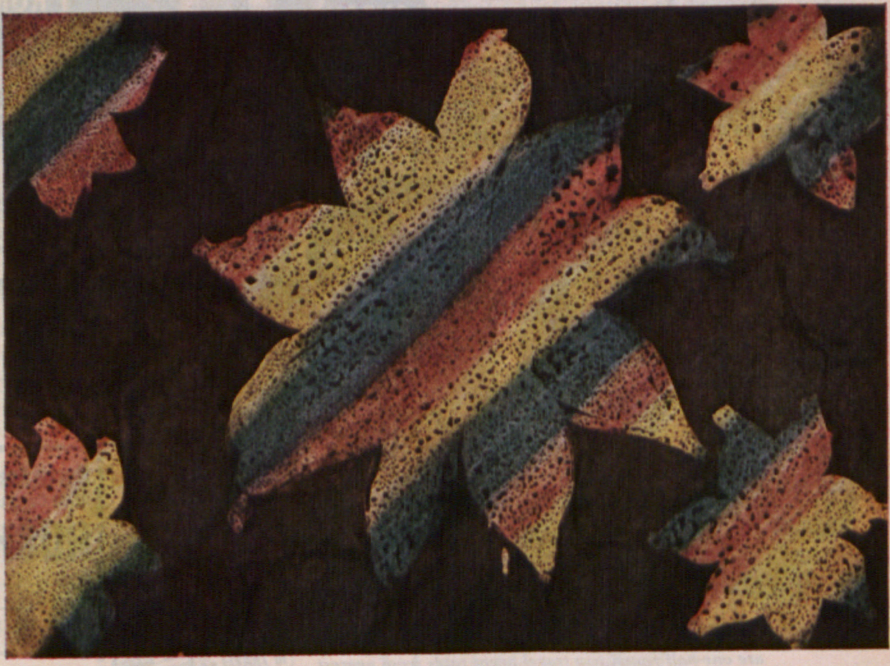
When the paper is dry, the student places it over the butcher paper and, with the hot wax, paints his motif many times on the dyed paper. Next he fills out the design by putting a part of the motif in places that look empty. He then paints the whole picture with a dark dye, which will run off the waxed motif but will soak through the thin rice paper and create a beautiful texture on the butcher paper. The top sheet of rice paper can be left waxed or it can be ironed between papers to remove wax.

Many times, both top and bottom papers (which will be quite different from each other) are delightful; almost always, at least one of them is effective.

—Virginia Birchfield Walker, *art specialist, Cedar Grove (West Virginia) Community School.*

(Last month, Mrs. Walker discussed how to teach sandpaper printing in an elementary classroom.)





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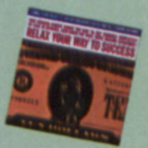

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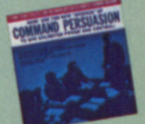

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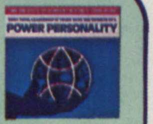

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Being a "conductor" on the Underground Railroad is a dangerous job... especially if you're a 12-year-old boy

On Wednesday, November 1, ABC presents "Follow the North Star"—second in a series of monthly ABC After School Specials.

"Follow the North Star" is the exciting suspense-filled story of a Northern boy who risks his life to free a young slave. It is entertainment...and more.

The film dramatizes in a very real and human way the prevailing social attitudes and moral convictions of both Northern abolitionists and Southern slaveholders in the pre-Civil War period. Attitudes that are relevant to the study of contemporary issues.

To add to the realism, a powerful character in the story is Harriet Tubman, the former slave and famous "conductor" of the Underground Railroad, who led over 300 slaves out of the South to freedom. Later, in the Civil War, this heroic woman served as a nurse and spy for the Union.

Like all the ABC After School Specials, the subject of "Follow the North Star" offers a unique opportunity for you to plan related in-class activities—as well as stimulating assignments for home study.

Subsequent programs that will be appearing in this innovative new monthly series are: "Magical Mystery Trip," an amazing, animated journey through the human body; "William," an introduction to Shakespeare starring John Gielgud; and "Santiago's Ark," the story of an imaginative Puerto Rican boy who singlehandedly brings new pride to his community. All are being presented in a late afternoon time period on the first Wednesday of every month.

The ABC After School Specials are sponsored by Oscar Mayer & Company and M & M/Mars. Consult your local listings for time and channel.

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TODAY'S EDUCATION **October, 1972**

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4	14	24	34	44	54	64	74	84	94	104
5	15	25	35	45	55	65	75	85	95	105
6	16	26	36	46	56	66	76	86	96	106
7	17	27	37	47	57	67	77	87	97	107
8	18	28	38	48	58	68	78	88	98	108
9	19	29	39	49	59	69	79	89	99	109
10	20	30	40	50	60	70	80	90	100	110

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b. ☐ grades K-3
c. ☐ grades 4-6
d. ☐ grades 7-9
e. ☐ grades 10-12
f. ☐ higher education
g. ☐ principal or ass't., dep't. head
h. ☐ superintendent or ass't.
i. ☐ librarian or media specialist
j. ☐ curriculum supervisor, AV director, other adm.
k. ☐ business/purchasing
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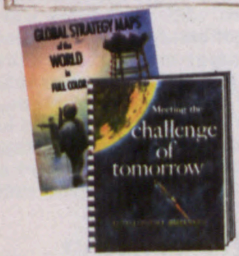
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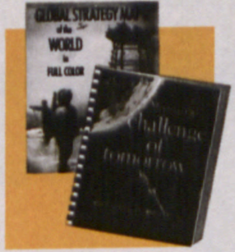

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